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ABSTRACT

THIS DOCUMENT CONTAINS A HISTORICAL SUMMARY OF THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM CONDUCTED IN THE STATE OF ARKANSAS BY INSTITUTIONS OF HIGHER EDUCATION FOR THE FISCAL YEARS 1966, 1967, 1968, AND 1969, UNDER THE TITLE I HIGHER EDUCATION ACT OF 1965. INCLUDED ARE VARIOUS PROGRAMS, EACH WITH ITS PROJECT NUMBER, INSTITUTION WITH WHICH IT WAS ASSOCIATED, DESCRIPTION OF THE COMMUNITY PROBLEM, LIST OF PROGRAM OBJECTIVES, OUTLINE OF THE PROCEDURE FOLLOWED, AND STATEMENT OF THE AMOUNT FUNDED BY FEDERAL AS WELL AS STATE AGENCIES. (NL)

ED035846

ARKANSAS COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1966 - 1969

TITLE I
Higher Education Act
of
1965

AC006371

State Agency
Division of General Extension
University of Arkansas

ED035846

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS IN ARKANSAS
1966 - 1969

Prepared by

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May
1969

FOREWORD

"Today seventy percent of our people live in urban communities. They are confronted by problems of poverty, residential blight, polluted air and water, inadequate mass transportation and health services. strained human relations, and over-burdened municipal services.

Our great universities have the skills and knowledge to match these mountainous problems. They can offer expert guidance in community planning; research and development in pressing educational problems; economic and job market studies; continuing education of the community's professional and business leadership; and programs for the disadvantaged.

The role of the university must extend far beyond the ordinary extension-type operation. Its research findings and talents must be made available to the community. Faculty must be called upon for consulting activities. Pilot projects, seminars, conferences, TV programs, and task forces drawing upon many departments of the university---all should be brought into play.

This is a demanding assignment for the universities, and many are not now ready for it. THE TIME HAS COME FOR US TO HELP THE UNIVERSITY TO FACE PROBLEMS OF THE CITY AS IT ONCE FACED PROBLEMS OF THE FARM."

President Lyndon B. Johnson, 1965.

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Communication

INTRODUCTION

Contrasts are found in every community across the country.

~~In almost every community across the country you will find contrasts.~~ During the past twenty years these contrasts, which many people looked upon as strengths, have become contradictions. In the richest country in the world from one-fourth to one-third of the people live in poverty. In a country that has a very low rate of unemployment we find millions on welfare because they cannot find a job or hold it when they find one. In the most educated country in the world about one-third of our young people drop out of school before completion of high school. Large numbers of men and women have not learned to read and write well enough to function in today's society. Our country has the most democratic legal system in the world but we still find the black man and the poor man crying out for justice. Medical technology has advanced to the point of heart transplants to prolong life and we can still find mothers that cannot obtain adequate prenatal or post-natal care. Scientists have designed equipment that has ~~sent~~ carried men ~~around~~ on the moon, but have made little headway in the solution of basic social and economic problems that allows young children to go hungry.

In some communities some of these problems are muted, others are ignored, and others are being attacked with some success. The concentration of people, and the trend of concentration will increase, as well as population growth itself, will continue to bring these contradictions to our attention. It would appear that the solution of these great problems must be solved in order for the society in which we live to continue. Race stands against race, ignorance stands next to education, rich stand next to poor, healthy stand next to sick, free stand next to oppressed and the greater the concentration of people the greater the contradictions.

One of the greatest problems that is faced in finding a solution to these great contradictions in our society is the inability of the people at the bottom of the hierarchy of every institution to communicate with the top. In every community there are many power groups that have become institutionalized---Political, social, economic, religious, civic and many others. Even in each of the broad categories we find sub-groups that carry power within their own small sphere. Finding your way through this conglomerate of power structures is a struggle for almost any person, for the poor and the racial minorities in most communities it is impossible.

However, these people are beginning to communicate. Most of the people in this country abhor violence. Violence and active dissent is becoming a form of communication. These groups, whatever their motives, are beginning to make themselves a factor in every community across the land. The old conservative power structures do not like the threats they see to their established institutionalized habits. The most of these groups reached their power position by somewhat the same means that the black and the poor are beginning to use. They used the weapon they had at the time that suited their purpose. Denial of another group, the only weapon they have for communicating their points of view would seem in our democratic society an undemocratic way of doing things. That is, it would be undemocratic if we believe in our own Declaration of Independence. Tucked away in this hallowed and institutionalized document are the following words: "Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes, and accordingly all experience hath shown, that mankind is more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security."

The question to be answered is how are the people at the bottom to communicate with the people at the top within the established institutions in each community. One answer is that people start talking to each other in terms that each can understand. Poor people talk to poor people and understand each other. Teachers talk to teachers and understand one another. Professional people talk to each other and understand each other. Politicians talk to politicians and understand each other. The communication gap between various groups is the gulf that must be bridged. Not only must these people start talking with each other, but the person at the bottom of whatever group he is in must start to believe that what he is saying is understood and being acted upon by those at the decision making level.

How many times have we heard the lament, "Those people down at city hall are not listening when the people talk." Or from the other direction, "Nothing that we do in this city council seems to get through to the people. We are trying as hard as we know how and they still do not listen or understand what it is we are trying to do for them." The problem again is that people are not communicating with one another. What can be done about it?

First, in order to communicate, we must have three elements---a transmitter, a receiver, and means of passing information between the transmitter and the receiver. Generally speaking the means that people use is the spoken or written word. One person transmits by speaking or writing, another person listens or reads. So far a very simple operation has been defined. However, we have left out one vital element. In electronic terms, we call this element static. Static, in terms of communication between individuals, can be described as anything that prevents one person from understanding another. It can be noise; it can be the way we talk; it can be the different language we use; it can be the words we use in a particular language; it can be our handwriting; and many other distractions.

At one time in our history, the schools taught only reading, writing, and arithmetic---basic fundamentals of communication. Today our schools are teaching much more, however, if the person being taught does not understand the message more than likely that person will drop by the wayside somewhere along the line. In other words, the individual has stopped receiving because of some form of static that has broken the means of communication. It seems then that one of our greatest failings is the fact that we are not paying enough attention to the static that prevents understanding between individuals.

What are you doing to prevent static?

This document contains a broad outline of some of the educational efforts conducted or being undertaken by institutions of higher learning in the State of Arkansas in order to assist the people in the solution of educational problems. These efforts consist primarily of attempts, in a broad sense, to eliminate or to decrease the amount of static that is preventing communication between individuals and groups of individuals. The task has only just begun. The success or failure of the effort can only be judged by the future.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS 1966-69

TITLE I, HIGHER EDUCATION ACT OF 1965

This document contains a historical summary of the Community Service and Continuing Education Program conducted in the State of Arkansas by institutions of higher education for the Fiscal Years 66, 67, 68 and 69.

OBJECTIVES OF THE PROGRAM

The provisions of Title I, Higher Education Act of 1965, contains two primary objectives as follows:

1. To assist the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use.

2. To strengthen community service and continuing education programs of colleges and universities.

The term "community service program" is defined as an education program, activity, or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, and suburban areas, with particular emphasis on urban and suburban problems, where the institution offering such program, activity, or service determines--

1. that the proposed program, activity, or service is not otherwise available, and

2. that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty.

Where course offerings are involved, such courses must be university extension or continuing education courses and must be--

1. fully acceptable toward an academic degree, or

2. of college level as determined by the institution offering such courses.

To carry out these objectives the Commissioner, United States Office of Education, is authorized to make grants of federal funds appropriated by the Congress and authorized by law.

ADMINISTRATIVE ORGANIZATION

Under the provisions of Section 105(a) Title I, Public Law 89-329, Higher Education Act of 1965, on May 23, 1966, the Honorable Orval E. Faubus, Governor of the State of Arkansas, designated the University of Arkansas as the State Agency to administer programs for the State of Arkansas under the terms of this Act. (Appendix A)

Under the provisions of Section 105(a) Title I, Public Law 89-329, Higher Education Act of 1965, on June 2, 1966, the Honorable Orval E. Faubus, Governor of the State of Arkansas, appointed a Community Service and Continuing Education Program State Advisory Council to consult and advise the State Agency with respect to policy and administration of the State Plan. (Appendix B)

On May 30, 1966, Dr. David W. Mullins, President, University of Arkansas, certified the State Plan for the administration of programs under the provisions of Title I, Higher Education Act of 1965 and designated the Division of General Extension, University of Arkansas, as the administrative agency within the University of Arkansas, to administer the State Plan.

Within the Division of General Extension, an administrator for the State Plan has been appointed who is responsible through the Director of the Division of General Extension, to the designated State Agency, the University of Arkansas, for the implementation and administration of the State Plan.

State Agency	University of Arkansas
President	David W. Mullins
Vice-President for Academic Affairs	Palmer C. Pilcher
State Administrative Agency	Division of General Extension
Director	Hugh L. Mills
State Administrator	Ishmael C. Benton
Secretary	Susan Taylor

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS

Public

University of Arkansas
Fayetteville, Arkansas

Arkansas State University
State University, Arkansas

Arkansas State University
Beebe Branch
Beebe, Arkansas

Southern State College
Magnolia, Arkansas

Arkansas A & M College
College Heights, Arkansas

Arkansas A M & N College
Pine Bluff, Arkansas

Arkansas Polytechnic College
Russellville, Arkansas

State College of Arkansas
Conway, Arkansas

Henderson State College
Arkadelphia, Arkansas

Junior Colleges

Westark Junior College
Fort Smith, Arkansas

Phillips County Community College
Helena, Arkansas

Private

Arkansas College
Batesville, Arkansas

Central Baptist College
Conway, Arkansas

Crowley's Ridge College
Paragould, Arkansas

Southern Baptist College
Walnut Ridge, Arkansas

Little Rock University
Little Rock, Arkansas

College of the Ozarks
Clarksville, Arkansas

Philander Smith College
Little Rock, Arkansas

Ouachita Baptist University
Arkadelphia, Arkansas

John Brown University
Siloam Springs, Arkansas

Hendrix College
Conway, Arkansas

Morris-Booker Memorial College
Dermott, Arkansas

Harding College
Searcy, Arkansas

Shorter College
North Little Rock, Arkansas

Arkansas Baptist College
Little Rock, Arkansas

PARTICIPATING COLLEGE AND UNIVERSITIES

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

FY 66:

Public

University of Arkansas
Westark Junior College

Private

FY 67:

Public

University of Arkansas
Henderson State College
Arkansas Polytechnic College
Arkansas A & M College
Southern State College

Private

Crowley's Ridge College

FY 68:

Public

University of Arkansas
Arkansas A M & N College
Arkansas State University
State College of Arkansas
Southern State College
Henderson State College
Arkansas Polytechnic College
Arkansas A & M College

Private

Philander Smith College
Arkansas Baptist College
Shorter College
Arkansas College
Southern Baptist College
Crowley's Ridge College
Ouachita Baptist College

FY 69:

Public

University of Arkansas
Arkansas A M & N College
Arkansas State University
Henderson State College

Private

Crowley's Ridge College

STATE PLAN PRIORITIES
FY 66

1. Government and Community Affairs

   Credit or non-credit courses, in-service training programs, conferences, institutes, and workshops designed to improve the skills, knowledge, understanding, and competence of local government officials and employees such as city managers, mayors, police, firemen, planning officials, urban renewal officials, housing and building code inspectors, water and sewer plant operators, parks and recreation personnel, and others.

2. Community Health Services

   Consultation and conferences with local health personnel and other community leaders in attempts to work out coordinated programs to deal with such community health problems as water and air pollution, alcoholism, immunization programs, communicable disease control, sanitation and environmental health; post graduate training programs and conferences with such health personnel as doctors, dentists, nurses, pharmacists, hospital administrators, and others to improve and update their skills in dealing with community health problems; training of teachers of licensed practical nurses; assistance in prevention and treatment work in mental health; training programs for public health nurses and others to prepare them to deal more effectively with the problems of the aged and persons in low income circumstances.

3. Community Education Services

   Consultation, conferences, and technical assistance for local school personnel and other community leaders in school facilities planning, curriculum development, and improvement in teaching methods; conferences with school administrators on problems of organization, finance, and administration; development of improved and expanded services for physically, mentally, and emotionally handicapped students; development of special remedial programs for students who are educationally and culturally deprived.

4. Community Economic Development

   Train and assist local community leaders in conducting retail trade area surveys, economic base studies, and manpower studies; consultation and conferences to improve the effectiveness of community development; training programs and conferences for administrative and supervisory personnel and and labor leaders in business, commerce, and industry; and develop courses and training programs related to the economic growth and development of Arkansas communities.

5. Community Social, Cultural, and Recreation Services

Consultations and conferences for community social agencies and other community leaders, including representatives of Community Action Agencies; activities and services to help communities solve such problems as housing, and services for the aged, juvenile deliquency, and minority groups; programs to make art exhibits and musical and dramatic performances more widely available throughout the State; assistance to local community groups in developing art galleries, community theatres, and musical organizations; consultation and conferences to assist in planning for and the development of community recreation facilities and programs.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
APPROVED PROJECTS FY-66

TITLE - PROJECT NUMBER

Resources Policy and Personnel Guidance Workshops (66-001-001)

INSTITUTION

Industrial Research and Extension Center, University of Arkansas
Fayetteville, Arkansas

COMMUNITY PROBLEM

The economy of the State of Arkansas is characterized by one basic problem--the need to accelerate economic growth in order to provide new job opportunities, increase income, and improve the level of living of Arkansas people. Some of the aspects of this problem are:

1. A surplus labor supply

2. Persistent need for the creation of non-farm jobs

3. A predominance of untrained manpower resources

OBJECTIVES OF THE PROGRAM

This program is intended to acquaint both the professional educator and the layman with the expected changes in industry, volume of employment, structure of industry, and the occupational structure to about 1980. The purpose being that those persons, professional and lay, in positions to influence the educational programs of individuals will become thoroughly cognizant with the most reliable projections of what is happening nationally, regionally and within the State of Arkansas.

PROGRAM

A series of forty workshops in the major population centers of Arkansas consisting of the following major parts:

1. An orientation to the changing economy of the nation, the southern region of the nation, and the State of Arkansas.

2. An orientation to the industry and occupations expected to develop in the time period to 1980.

3. Approaches to guiding the individual to useful occupations of the present and the future.

   A. Testing
   B. Vocational Counseling
   C. Education

4. A review of methods used in the selection and training of employees

FUNDING

Federal	Matching	Total
$75,000	$25,000	$100,000

TITLE - PROJECT NUMBER

Fort Smith, Arkansas Transit System Seminars (66-019-002)

INSTITUTION

Westark Junior College, Fort Smith, Arkansas

COMMUNITY PROBLEM

The transit system in the City of Fort Smith, Arkansas, has been in a steady economic decline in recent years. This decline has resulted in decreased service, degradation of equipment and, consequently, loss of passengers. In May, 1966, the transit company officials announced they would give up their city franchise and cease operations as of June 3, 1966. This meant the city would be without a transit service for the first time in over a quarter of a century.

OBJECTIVES OF THE PROGRAM

The program will provide an educational opportunity for various committees, community leaders, and citizens to become knowledgeable of the basic practices and problems in the operation of a city transit system; thereby, enabling them to become competent participants in the search for answers to the local transit problem.

PROGRAM

Nine seminars of three hours duration will be conducted on the following subjects:

1. Results of Fort Smith Area Transportation Study as Applicable to the Existing Transit System.

2. A Review of Recent Operations of the Fort Smith Transit System.
3. A Comparison of the Fort Smith Transit System with others of Similar Size and Requirements.
4. Present Requirements of the Fort Smith Transit System.
5. Future Requirements of the Fort Smith Transit System.
6. Anticipated Problems in Meeting Future Requirements of the Fort Smith Transit System.
7. Legislation and Legal Requirements for Transit Systems.
8. Future Economic Aspects for Fort Smith and Vicinity.
9. Community Participation in Future Transit System Development.

FUNDING

Federal	Matching	Total
$9,693	$3,231	$12,924

TITLE - PROJECT NUMBER

Central Arkansas Urban Planning Conference (66-001-003)

INSTITUTION

Division of General Extension, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

The multifaceted problems of urbanization of the greater Little Rock or Central Arkansas Region will be the focus of this program.

OBJECTIVES OF THE PROGRAM

To acquaint the leadership of the Central Arkansas Area with the solution of urban problems based on the regional approach since the problems cannot be solved by any existing local unit of government. Regional and local implications of land use, transportation, poverty, housing, employment, health, recreation, youth opportunities, and government will be dealth with in depth.

PROGRAM

The Urban Planning Conference will consist of twelve day-long seminars. Participating will be fifty carefully selected leaders of the region. In addition, about one hundred observers will be invited to attend. Nationally recognized experts in each field will act as consultants. The themes of the seminars are as follows:

1. The Transformation of Knowledge and Research into Urban Policy; the Uses of Urbanization as a Resource.

2. Urbanization as a Manmade Resource: Use of Energy Emanating from the Little Rock Urban Region in Order to Effect Economic Growth and Human Development in the State of Arkansas.

3. Metropolitan Little Rock as an Urban Region of Associated Cities, Towns, and Countryside: A Systems Approach to the City of Little Rock and the Related Region.

4. Significance of New Urban Scale: The Increase in Scale and Size of the City of Little Rock in Relation to the Urban Systems of Dallas-Fort Worth, Kansas City, Saint Louis, Oklahoma City, Tulsa, Shreveport, and Memphis.

5. Interdependencies between the City of Little Rock and the National Urban System: Finding New Forms for Urban Federalism.

6. The Power of the City of Little Rock to Transform Urban Energy into Industries and Institutions: Cities as Turbines through which to Process Urban Activities.

7. Concentration and Dispersion as a Major Issue of Urban Policy: The Meaning of Mobility for the Economic Growth of the Little Rock Urban Region.

8. Utilizing Planning as an Instrument of Public Policy: Conflict between the Public City and the Private City (New Towns).

9. Cities Considered as Concentrations of Human Capital: Little Rock as the Major "Growth Pole" of the Arkansas Socio-Economic System.

10. Change from Natural to Human Resources at the Advanced Stages of Urbanization: A Comprehensive Manpower Policy to Prepare for the New Economy Based on Science and Technology.

11. Science and Technology as the Engines of Economic and Social Development in an Advanced Society; The University as a Necessary Instrument of Innovation and Invention.

12. Preparation of Urban Policy Models and Urban Policy Systems for the Little Rock Urban Region: The Socio-Economic Framework of Little Rock Policy Space.

FUNDING

Federal	Matching	Total
$15,000	$5,000	$20,000

TITLE - PROJECT NUMBER

Northwest Arkansas Community Development Program (66-001-004)

INSTITUTION

City Planning Division, College of Arts and Sciences, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

The problem in Northwest Arkansas is citizen indifference and lack of problem solving skills in matters pertaining to local community problems. These characteristics are somewhat associated with the complexities of modern society and the citizens inability to understand and to take action to deal with the problem. Lack of community leadership informed as to how to initiate action rather than looking for outside assistance that does not have the local insight into the underlying causes of problems.

OBJECTIVES OF THE PROGRAM

To assist directly in the solution of the problem of citizen non-involvement in community affairs. To prepare materials on community services that assist the citizen in community affairs. To develop methods of involving citizens in local community problems. To ascertain the value of such involvement and to inform all citizens in the project area.

PROGRAM

1. A one-day leadership development conference for one hundred selected citizens, leaders from the eleven county area served by the program.

2. Conduct eight three-hour evening sessions on a monthly schedule on the following:

    a. Physical Comprehensive Planning--land uses, streets, community facilities, zoning, subdivision controls, and related activities.

    b. Physical Redevelopment--housing, neighborhood blight, community appearance, and municipal codes and services.

    c. Economic Development--commerce and industry, per capita incomes, manpower employment, and municipal finances.

    d. Economic Disorders--poverty, cultural deprivation, economic opportunity, educational limitations, unemployment, and under employment.

    e. Education--elementary and secondary schools, adult and vocational training, culturally disadvantaged.

    f. Health--physical and mental health, health education, elderly and environmental health.

    g. Welfare--public assistance, crime and deliquency, family and domestic relations, and neglected children.

    h. Recreation and Culture--parks, playgrounds, recreation, theatre, arts, and music.

3. A two-day leadership development conference for one hundred selected citizens or more on the dynamics and organization of human resources for community development.

FUNDING

Federal	Matching	Total
$12,000	$4,060	$16,060

STATE PLAN PRIORITIES
FY 67

1. Community Education Development

    a. In-service training for teachers in areas of personnel shortages brought about by the impact of federal aid to education.

    b. Seminars and conferences for community leaders dealing with problems of school reorganization.

    c. Seminars, conferences, and courses of instruction for training health assistants in the care of mental, aged, and other types of incapacitated individuals.

    d. Programs to increase the awareness of low income groups to the value of education for themselves and their children.

    e. Cultural improvement projects in local communities in such areas as music, art, and drama.

    f. Economic education programs for the general public and for teachers to aid their economic understanding and decision making at all levels where public policy must be formulated.

2. Employment, Retraining, Recreation, and Other Opportunities for Youth

    a. Training programs for counselors, teachers, and other community leaders in order to better guide young people into meaningful occupations.

    b. Involvement of young people in seminars and conferences to allow them to assist in the solving of their own problems of education, training, and recreation.

    c. Conferences of young people to improve relations between all groups within the community.

    d. Education programs for job improvement and retraining.

3. Community Relations

    a. Programs to involve leaders from low income and minority groups in the solving of human relations problems.

    b. Conferences of employers, employees, and representatives of organized labor in order that each group may better understand each other's problems.

c. Programs designed to better inform the public by wider use of all media of communication.

d. Leadership training programs for leaders from low income and minority groups.

4. State and Local Governmental Affairs

   a. Conferences and seminars to work out better organizational structure of town, city, county, and state government.

   b. Courses, credit or non-credit, designed to improve the competencies of governmental officials at all levels.

   c. Instructional programs to provide a broader understanding of the need for proper zoning, planning, and other aspects of urban renewal at all levels of government (Rural as well as urban)

   d. Community involvement programs at the precinct level in the governmental process.

5. Housing, Recreation, Health, and Education for the Aged

   a. Educational programs to fill the educational needs of our senior citizens.

   b. Programs to train volunteer personnel in the provision of recreational programs and activities.

   c. Workshops to help acquaint communities with the needs of senior citizens and to promote the involvement of the aged in such programs.

   d. Provisions for bringing information about health programs to individuals and groups and in aiding communities with their health problems.

   e. Professional training programs for newly employed registered nurses, sanitation officers, and clerical workers in state agencies. (Department of Health, Department of Welfare, Department of Education, etc.)

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
APPROVED PROJECTS FY-67

TITLE - PROJECT NUMBER

An In-Service Training Program for School Board Members (67-001-001)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Lack of information on the part of school board members in matters that will help them in making proper educational decisions. Little access to recent developments in school organization, finance, curriculum, and facilities. Three hundred new members each year make proper orientation of members a continuing problem. This program will provide a means for the local school board member to acquire the knowledge and information necessary to become an effective member. The long range effect will be a more effective educational system in the State.

OBJECTIVES OF THE PROGRAM

To assemble and distribute pertinent information to all school board members in Arkansas. To provide new board members with information concerning their authority, function, and responsibilities. To acquaint school board members with research findings that contribute to effective administration of schools. To provide an orientation program for all new school board members in the State. To assist board members in developing an understanding of school reorganization, financing, school facilities, curriculum, and school integration problems.

PROGRAM

A series of five three-hour workshops every six months in five regional centers located at a state-supported college in each region. The workshop programs will include the following topics:

1. Duties and responsibilities of school board members

2. Finance and bond issues

3. Curriculum

4. Reorganization

5. Integration
6. Personnel and administration
7. Extra-curricular activities
8. School facilities
9. Transportation
10. School operations and maintenance

FUNDING

Federal	Matching	Total
$14,140	$5,370	$19,510

TITLE - PROJECT NUMBER

Cultural Attractions Circuit for Selected Southwest Arkansas Communities (67-015-002)

INSTITUTION

Division of Fine Arts, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

The communities involved--Hope, Prescott, Camden, Malvern, Nashville, Benton, and Smackover--are without the benefit of any artistic, cultural, or aesthetic activities. Insofar as the fine arts are concerned, the areas can be best described as culturally deprived.

OBJECTIVES OF THE PROGRAM

The primary objective of the program is to present a series of presentations in each of the communities to include the following:

1. An art exhibit
2. A three-act play
3. A concert band performance

4. A madrigal group performance

5. A chamber concert

6. An opera

7. A family recital

PROGRAM

A program consisting of each of the above will be presented in each of seven communities. The art exhibit will be on display in each community for two weeks. The other programs will be presented on a scheduled basis.

FUNDING

Federal	Matching	Total
$10,241	$3,440	$13,681

TITLE - PROJECT NUMBER

Continuing Education Program for Senior Citizens (67-006-003)

INSTITUTION

Department of Counseling and Psychology, Crowley's Ridge College, Paragould, Arkansas

COMMUNITY PROBLEM

Surveys have revealed that in the vicinity of Paragould, Arkansas, there are about 1,500 senior citizens in need of continuing education, counseling, recreational activities, and other types of programs in order to fill their lives and to make them participating citizens of the community rather than being shunted to one side to live out their lives.

OBJECTIVES OF THE PROGRAM

1. To provide a program for senior citizens of the community to consist of job and retirement counseling, educational programs, demonstrations, and other planned activities.

2. To provide a series of experiences and social relationship for senior citizens that will make them more productive and useful citizens of the community.

3. To involve the senior citizens of the community in a group effort to attempt to solve many of the problems of their age group.

PROGRAM

1. To provide a meeting place for senior citizens.

2. Scheduled classes will be conducted each morning from 9 to 12 on Monday, Wednesday and Friday to include:

3. a. Social security benefits
   b. Welfare benefits
   c. Agencies to assist senior citizens
   d. Health services available under Medi-care
   e. Arts and crafts
   f. Current events
   g. Community problems
   h. Other classes as suggested by participating citizens

4. Counseling services to include:

   a. Job counseling
   b. Educational counseling
   c. Personal counseling

5. Scheduled demonstrations, lectures, discussions and other activities of interest to senior citizens

6. A reading program to encourage senior citizens to increase their enjoyment of their retirement years through a planned reading program

7. Recreational activities

8. A program to involve senior citizens in programs to assist those that are not physically able to participate at the center to include:

   a. Red Cross volunteer programs
   b. Home and hospital visitation
   c. Welfare visitation

FUNDING

Federal	Matching	Total
$10,382	$3,600	$13,982

TITLE - PROJECT NUMBER

Training Program for Counselors, Teachers, and Community Leaders in Career Planning for Youth (67-015-004)

INSTITUTION

Department of Guidance and Psychology, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

Additional training is needed in career planning by school counselors, teachers, community leaders, and others who work with youth. In order for these individuals to do a better job of assisting youth in career planning, additional knowledge and information is needed in: psychological and sociological bases of careers and career planning; economic aspects of career development; educational-occupational information; and the use of educational-occupational information on career planning and development. Adequately trained counselors for non-college bound youth are in great demand.

OBJECTIVES OF THE PROGRAM

To provide counselors, teachers, and other community leaders with adequate and current knowledge in the following: psychological and sociological aspects of career planning; current economic aspects of planned careers; current information on career planning and development; and realistic educational and occupational needs.

PROGRAM

An intensive twelve-week program to include the following:

1. Classroom instruction
2. Practical experience in individual counseling
3. Field trips to local industrial organizations for orientation
4. Seminar on community needs in this area of concern

FUNDING

Federal	Matching	Total
$7,533	$2,544	$10,077

TITLE - PROJECT NUMBER

A Community Service Pilot Program to Inform Lower Income Parents of Available Student Aid in Higher Education Institutions (67-003-005)

INSTITUTION

Field Services Division, Arkansas Polytechnic College, Russellville, Arkansas

COMMUNITY PROBLEM

Lack of comprehensive information by parents of low income on the available financial assistance for their children in furthering their education by entering college or area vocational schools. Small high schools in most of the rural areas of Arkansas do not have adequate staff personnel to provide necessary information for local school patrons. Students with the capability for college and vocational work are not being directed to the proper places for the necessary information. Funds for needy students are not being used at most colleges and universities due to the lack of demand.

OBJECTIVES OF THE PROGRAM

1. To inform low income parents of the possible financial assistance available in order that they may send their children to college or vocational school.

2. To assist local school districts that do not have counseling programs to inform parents, teachers, and other interested community leaders of financial assistance available for needy students.

PROGRAM

1. Conduct an organizational and orientation meeting of school administrators, counselors if available, teachers, and community leaders from forty-seven school districts covering a nine-county area.

2. Conduct community meetings in each school district.

3. Prepare and distribute brochures with necessary information on scholarships, loan programs, work study, and other forms of financial assistance.

4. Work with PTA groups in compiling a mailing list of parents that may not ordinarily come to community meetings and mail the necessary brochures.

5. Work closely with local school personnel to identify outstanding students and encourage their parents to assist them in getting started in college or vocational school.

6. Provide vocational schools with lists of prospective students.

FUNDING

Federal	Matching	Total
$9,145	$4,398	$13,543

TITLE - PROJECT NUMBER

A Pilot Program to Upgrade the Quality of Teaching Reading Skills in the Secondary Schools of Arkansas (67-001-006)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

The lack of training on the part of the average classroom teacher in the teaching of reading. The problem has been increased by the advent of programs of federal assistance. Most school districts in Arkansas have recognized the problem and have increased greatly the number of remedial reading teachers. These teachers have had very little or no training in the art of teaching students to read. At the present time, no institution of higher education in Arkansas has a program to give teacher training in this area of need. The average elementary teacher getting a master's degree will have one three-hour course, the secondary teacher will not have to take such a course.

OBJECTIVES OF THE PROGRAM

To develop a course outline for the training of teachers. To prepare a master lesson plan for a one semester course of study. To test the course of study for one semester and if successful, institute a statewide program of in-service training for secondary teachers.

PROGRAM

The program will consist of three phases as follows:

1. A course developmental phase and two instructional phases
2. The developmental phase will consist of a graduate class project under the supervision of the project director in which the following will be performed:
   a. Development of a course outline
   b. Development of instructional materials
   c. Consultation with reading specialists
   d. Preparation of a master lesson plan for forty-eight hours of classroom instruction
3. The second phase will consist of presenting the course as developed in one of the local high schools. Changes and revisions of the course will be undertaken during the course
4. Present the course of instruction on a regular scheduled basis in other school districts in the State.

FUNDING

Federal	Matching	Total
$5,791	$4,448	$10,239

TITLE - PROJECT NUMBER

Counseling and Training for Workers in "War on Poverty" Programs (67-001-007)

INSTITUTION

Social Welfare Department, College of Arts and Sciences, University of Arkansas
Fayetteville, Arkansas

COMMUNITY PROBLEM

Lack of training of personnel working on poverty programs. Included are paid as well as non-paid volunteer personnel. Understanding of family and community problems related to poverty is not understood by most of the personnel involved in these programs. Orientation and training in the social, personal, and financial problems of families below the subsistence level is a great social need that should be solved.

OBJECTIVES OF THE PROGRAM

To train and give orientation to personnel working in poverty programs in order for them to provide better services to the underprivileged. To assist low income people to learn to help themselves. To provide training, classes, conferences, and other instructional programs for all members of the community in order for them to better understand the problems of this segment of society.

PROGRAM

The program will consist of five major activities over a six-month period as follows:

1. Provision of a social worker to counsel on the following:
    a. Operation of day care centers
    b. Orientation of new social workers
    c. Low cost housing problems
    d. Assisting senior citizens
2. A trained social worker to meet regularly with neighborhood councils
3. Training seminars for neighborhood council workers
4. Conduct a thirty-two-hour course on juvenile deliquency--its problems and solutions.
5. Provide a training film service for the various identified communities on all aspects and phases of problems of poverty.

FUNDING

Federal	Matching	Total
$8,955	$4,433	$13,388

TITLE - PROJECT NUMBER

Community Service and Continuing Education Regional Planning Conferences (67-001-008)

INSTITUTION

Division of General Extension, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Business, professional, civic, governmental, educational, and other community leaders are not cognizant of the types of community services that could be provided by institutions of higher education. Educational leaders are not providing the types of community educational services for the citizens that generally support the system with taxes. The "town and gown" is some what responsible for the lack of communication between institution and the local community.

OBJECTIVES OF THE PROGRAM

To inform the citizens of the State of Arkansas who exercise a leadership role in the community in which they live the types of service and educational programs that they should expect from institutions of higher education.
To attempt to create within the educational community of the State a better understanding of their role in the provision of educational services to the citizens of the State.
To institute a cooperative effort on the part of all institutions of higher education to provide community service assistance within their resources and capabilities.

PROGRAM

Eight regional conferences will be conducted by each of the public institutions of higher education in cooperation with the University of Arkansas. About two hundred citizens will be invited to each conference. The program for each conference will consist of the following:

1. Role of the institution in their service area
2. Types of service being performed and types of programs that might be undertaken.
3. A presentation by a nationally-known specialist in the field of community service.
4. A workshop of citizens to determine community problem areas and to make recommendations to the institutions of higher education.
5. Preparation and distribution of a brochure of information and a survey requesting citizen response to the identification of community problems and suggestions for their solution.

FUNDING

Federal	Matching	Total
$6,720	$2,370	$9,090

TITLE -PROJECT NUMBER

Adult Educational Television Program on Economic Education and Social Understanding of Economic Development (67-001-009)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

If the people of Arkansas are to obtain economic equality with the rest of the Nation, it is necessary that economic growth in the State of Arkansas be accelerated. Over the past twn years, the State has made dramatic strides in economic and social development. Also, great progress has been made in our school-age population economic education programs. It seems likely that these programs will provide sufficient understanding of economic and social problems for the State's future adults; however, the present needs for resource commitments to education, social progress, and economic growth rest upon the decision of the present adult population. The educational level in the State, particularly education dealing with problems found in a modern industrial society, is quite low in the adult population. This is due to the low educational standards prevalent throughout the State and the relatively primitive nature of the Arkansas economy. It is necessary that the level of economic and social literacy among the adult population be upgraded substantially. If the announced aim of economic equality is to be attained in the foreseeable future--adult, or continuing education programs offer the best hope for a solution.

OBJECTIVES OF THE PROGRAM

To acquaint the general population with a knowledge of the National and State economies, of how the two are interrelated, and how a mixed economy such as ours operates so as to provide them a basis for making current economic and social decisions. At the same time, the program will be offered for undergraduate or graduate credit at the University of Arkansas in the field of economic education. It is anticipated that other institutions of higher education within the State may also allow course credit to their registrants.

PROGRAM

This course consists of forty-five programs on economics and sub-series (marked from 1C-15C) or curriculum application programs. Dr. Charles Venus is the economics lecturer, and Mrs. Ila Nixon is the curriculum coordinator and moderator for the sub-series.

Part One: The Basic Economic Problem

1. The Dismal Science Today
2. Guns and Butter and Everything
1C. The Beginning
3. Bandits of the Wants-Resources Gap

Part Two: Comparative Systems

4. What, How, Who, and So Forth
5. A World of Isms
2C. To Market! To Market!

6. Games Economic Systems Play
Part Three: Microeconomics
7. The Interdependence of Mr. Private Enterprise
8. 'Tis A Puzzlement
3C. My Father Gets a Check
9. The Vote of the Dollar
10. Anything at a Price
11. The Game of Haggling
4C. Energizing The Teaching of Economics
12. A One-Sided Haggle
Part Four: Macroeconomics
13. The Sum is Greater
14. Keeling the Ship of State
5C. It's The Process That's Important
15. A Ride In The Hot-Air Balloon
16. The Economic Lubricant
17. The Bankers' Bank
6C. Show and Tell
18. Dr. Fed's Prescription
19. Eagles Fly Everyday
20. Go Now, Pay Later
7C. Economics At the Fifth Grade
21. The Deficitly Balanced Surplus
22. Decisions, Decisions, Decisions
Part Five: Distributive Economics
23. Every Pie Gets Divided
8C. Both Sides of the Coin
24. The Majority Negotiates
25. Risktakers' Dreams
9C. From This To This
26. Landlords, Lenders, and Legal Limits
27. The Size of Collective Wants
28. The Exchequer Cometh
10C. The World If Your Textbook
29. Endless Alternatives
Part Seven: International Economics
30. Beggar My Neighbor
31. Rubles, Francs, A Dollar a Pound
Part Eight: Developmental Economics
11C. Anything Will Serve
32. Relative Rags to Relative Riches
33. A Man Who Had No Feet
34. The Relative "Land of Opportunity"
Part Nine: Economic Issues
35. Proteins and People
12C. Time Tracks
36. A Way of Life, Incorporated
37. Only The Large Economy Size
38. Degrees of Difference
13C. A Two Way Street
39. Trust or Anti-Trust
40. The Right To Be Wrong
41. The Buck Stops Here
42. King Midas' Touch
14C. The Long Straight Roller Coaster
43. No Place Like Home
44. The New New Economics
45. The Crystal Ball
15C. The End of the Beginning

FUNDING

Federal	Matching	Total
$43,911	$20,599	$64,150

TITLE - PROJECT NUMBER

A Training Program for Low Income Families to Acquaint Them with the Various Financial Aids Available for Student College Costs (67-015-010)

INSTITUTION

Department of Public Relations, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

Many capable young people never consider the possibility of going to college primarily because they have the idea that it is an impossible task from a financial point of view. Many times this point of view is because of a lack of information or concern on the part of parents, lack of counselors and counseling programs in small town and rural school systems, and a lack of specific knowledge of the many types of financial assistance available and lack of information on how to make application even if they had some idea of the assistance available. Such students are being denied the opportunity for further education because of a situation that their parents nor themselves can do very little, if anything, to alleviate. They have been denied rights that have been proclaimed for all capable students in legislation that has been enacted to correct the situation.

OBJECTIVES OF THE PROGRAM

To provide information to parents of students of specific programs of financial assistance that will enable their children to further their education by entering college or a technical school. To assist local school officials that do not have organized counseling programs in the identification of capable students, and the necessary counseling with parents and students. To provide maximum opportunity for students of parents with low incomes to take advantage of the educational opportunities available.

PROGRAM

1. Conduct an organizational and orientation meeting of teachers, school administrators, parents, and community leaders to outline the objectives of the program.

2. To conduct community meetings in each school district in cooperation with local school officials to inform parents of the objectives of the program and the types of financial assistance available.

3. Assist local school officials in identifying capable students that have no plans for college and then counseling with their parents on the desirability of further education.

4. Prepare and distribute brochures of information for parents that are not able to attend local meetings.

FUNDING

Federal	Matching	Total
$8,404	$2,819	$11,223

TITLE - PROJECT NUMBER

A Program to Inform the Public of Student Financial Aid Programs (67-020-011)

INSTITUTION

Office of Student Affairs, Arkansas A & M College, College Heights, Arkansas

COMMUNITY PROBLEM

The problem in the local area is focused on the lack of counselors and other local school personnel for the counseling of students and parents. Primarily an agriculture economy, high proportion of low family income, high ratio of Negro to white population with resulting integration problems that have not been completely solved, and a very small industrial base for the provision of non-agriculture employment. Low aspirational level of the family for their children is also a contributing factor. These factors cause a high dropout rate among high school students that have the ability for college or vocational school work. Present informational programs have not made an impact on the average parent in these rural areas and towns. Individual contact with parents has been lacking.

OBJECTIVES OF THE PROGRAM

To provide information for each school community on a community-wide basis and on a personal contact basis on the many financial assistance programs available that would allow underprivileged families to send their capable student to college. To assist and work with local school officials, business, and other community leaders in the identification and encouragement of students and parents to take advantage of educational opportunities available.

PROGRAM

1. Conduct an organizational and orientation meeting for local school officials, teachers, and other community leaders to outline objectives of the program and to secure their cooperation and assistance.

2. Schedule public meetings in each school community, in conjunction with the local PTA, if possible, and provide college specialist personnel in all phases of educational financial assistance.

3. Provide for individual conference with parents.

4. Prepare and distribute a brochure of information to parents that are not able to attend meetings.

5. Assist local officials in the identification and counseling of parents of capable students that might not otherwise attend college or vocational school.

FUNDING

Federal	Matching	Total
$4,616	$4,144	$8,760

TITLE - PROJECT NUMBER

A Community Service Program to Inform Students and Parents of Available Financial Aid for Post Secondary Education (67-018-012)

INSTITUTION

Office of Student Affairs, Southern State College, Magnolia, Arkansas

COMMUNITY PROBLEM

The low income parents of graduating high school seniors need to become informed of the many financial aids that are available for students to attend institutions of higher education. The problem is acute in Arkansas due to lack of counseling programs in more than fifty percent of Arkansas high schools. Assistance programs such as Educational Opportunity Grants, National Defense Student Loans, College Work-Study Program, United Student Aid Fund, and many individual scholarships would enable graduating seniors who lack the necessary financial means to continue their education to enroll in a college of their choice. This information is urgently required in the many small rural communities of Arkansas.

OBJECTIVES OF THE PROGRAM

To prepare and distribute information to parents, school personnel, and other community leaders about the college financial assistance program. To have at least one individual in each school district to act as a source of information. To secure support of the business community and other community leaders in the provision of increased support for scholarship and other financial assistance for college programs.

PROGRAM

1. Conduct an organizational and orientation program for the school and community leaders in the area.
2. Conduct conferences in each school community for parents, school officials, and community leaders on the availability of many types of student financial assistance.
3. Prepare and distribute informational brochures for parents and others that may not be able to attend community meetings.
4. Provide trained counseling personnel to assist each school district in the identification of capable students and assist them and their parents in making application for necessary financial assistance.

FUNDING

Federal	Matching	Total
$4,069	$1,357	$5,426

STATE PLAN PRIORITIES
FY 68

1. Educational Opportunities for Young Citizens

    a. A program designed to provide further education opportunity for young citizens from their present level of attainment. To include basic, vocational, technical, and higher education activities. Programs would be a cooperative effort between higher educational institutions, public schools, and other educational organizations.

    b. A program of counseling and guidance services for young citizens that have dropped out of school or who have entered the labor market from high school with emphasis upon vocational and technical training.

    c. A program to inform the public of the need to organize, finance, and implement a public school system that will provide a basic educational background for all citizens regardless of their location within the State.

2. Educational Opportunities for Disadvantaged Citizens

    a. A program designed to inform the parents of children that have the ability for higher education, vocational, or technical training of the financial assistance available from scholarships, loan programs, and outright financial grants. Emphasis will be in those areas of the State where counseling is not available and where there are large numbers of disadvantaged citizens.

    b. A program designed to provide disadvantaged families with training in family planning, money management, health and sanitation practices, motivation, community involvement, child welfare, value of education, better job placement, low cost housing loans, and other activities to improve their general welfare.

    c. A program of cultural activities in music, art, and drama in those areas of the State where the population is such as to prohibit the scheduling of professional groups.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
FY 68

The FY 68 Community Service and Continuing Education Program priorities were established as a result of a statewide survey and eight regional meetings conducted by the State Agency, the Division of General Extension, University of Arkansas, in cooperation with the seven state-supported four year institutions of higher education. (See appendix D) The survey indicates that the citizens of Arkansas are placing a very high priority on providing educational opportunities for the young citizens of the State.

In order to attempt to meet this stated need in the State, ten institutions of higher education have divided the state into ten regions and are cooperating in a joint effort to conduct a program of educational guidance and counseling for the parents of students that might not otherwise go to college or a vocational school. Individual projects by each institution, listed elsewhere in this document, were prepared to carry out the program. The programs were to be conducted jointly with the local school districts and other community organizations.

The objectives of these program were as follows:

1. To inform parents of the many types of educational financial assistance available to assist them in providing for higher education for their children.

2. To assist public school districts in the guidance and counseling of students with the ability to benefit from higher education that would not be able to attend a college or vocational school due to the lack of financial support.

3. To provide contact between higher educational institutions and public school districts, parents, community leaders, and other interested citizens and to bring this contact into the local community.

4. To strengthen cooperative efforts between local school districts and institutions of higher education in the solution of mutual educational problems.

Programs in each community will consist of, but will not be limited to, the following activities:

1. A general organizational and orientation meeting will be conducted by the institution of higher education in a central location to inform members of boards of education, superintendents, principals, counselors, if available, teachers, PTA officials, parents, and other interested community leaders of the objectives of the program.

2. Meetings will be conducted in each public school district for the parents of students. These meetings will be a joint effort on the part of the institution of higher education, the local school district, and other community organizations. Local leaders will make every effort to identify and to insure attendance of parents that may not attempt to further the education of their children beyond the high school level.

3. Prepare and distribute brochures, pamphlets, information sheets, application forms, and other means to parents on the types of financial assistance available to make it possible for their children to attend an institution of higher education.

4. Assist local school officials in preparing mailing lists of parents that do not attend local meetings in order for the information to have the widest dissemination. Instructions would also be provided on how to make application for financial assistance.

5. Follow-up action by local school officials and higher education personnel in instances where students of high ability are involved.

6. Community leadership involvement during all phases of the program.

The following is a list of project directors and institutions responsible for the implementation of the program:

Fred C. Paxton
Arkansas State University
State University, Arkansas

Dr. Eugene Lee
University of Arkansas
Fayetteville, Arkansas

Ralph Wilson
Southern State College
Magnolia, Arkansas

D. Jack Nicholas
Southern Baptist College
Walnut Ridge, Arkansas

Tommy Smith
State College of Arkansas
Conway, Arkansas

Clyde Kinslow
Arkansas Polytechnic College
Russellville, Arkansas

John D. Jones
Arkansas A & M College
College Heights, Arkansas

Stephen B. Williams
Henderson State College
Arkadelphia, Arkansas

Dick R. Kinser
Arkansas College
Batesville, Arkansas

Richmond C. Davis
Arkansas A M & N College
Pine Bluff, Arkansas

Counties assigned to each institution of higher education:

Arkansas A & M College	(58) (20)
Ashley	(3)
Bradley	(2)
Chicot	(3)
Cleveland	
Desha	(2)
Drew	(1)
Grant	
Jefferson	(6)
Lincoln	(3)

Arkansas College	(31) (1)
Baxter	
Fulton	
Independence	
Izard	
Jackson	(1)
Stone	

State College of Arkansas	(52) (9)
Cleburne	
Faulkner	
Lonoke	(2)
Prairie	(1)
Pulaski	(3)
Saline	
Van Buren	
Woodruff	(2)

Arkansas Polytechnic College	(55) (2)
Conway	(1)
Crawford	
Franklin	
Johnson	
Logan	(1)
Newton	
Perry	
Pope	
Searcy	
Sebastian	
Yell	

Arkansas State University	(73) (13)
Craighead	
Crittenden	(5)
Cross	(2)
Greene	
Mississippi	(4)
Poinsett	
St. Francis	(2)
White	

Henderson State College	(42) (11)
Clark	(3)
Dallas	(2)
Garland	(1)
Hempstead	(4)
Hot Spring	(1)
Montgomery	
Pike	

Southern State College	(58) (24)
Calhoun	(1)
Columbia	(5)
Lafayette	(3)
Miller	(2)
Nevada	(2)
Ouachita	(5)
Union	(5)

Southern Baptist College	(22) (0)
Clay	
Lawrence	
Randolph	
Sharp	

University of Arkansas	(70) (13)
Arkansas	(1)
Benton	
Boone	
Carroll	
Howard	
Lee	(1)
Little River	(1)
Madison	
Marion	
Monroe	(2)
Phillips	(4)
Polk	
Scott	
Sevier	(1)
Washington	

() First number in parenthesis indicates number of high schools in each college area.

() Second number in parenthesis indicates the number of Negro high schools in each college area.

() Number in parenthesis by county indicates number of Negro high schools in each county

In addition to the nine institutions of higher education listed on the preceding page, Arkansas A M & N College at Pine Bluff, Arkansas, in conjunction with Philander Smith College, Arkansas Baptist College, and Shorter College of Little Rock, Arkansas, had the responsibility for conducting this program for the predominently Negro high schools in the State. This part of the program for these schools was in addition to that carried out by the previously listed institutions of higher education. These counties and schools are as follows:

Arkansas	(1)	Drew	(1)	Miller	(2)
Ashley	(3)	Garland	(1)	Mississippi	(4)
Bradley	(2)	Hempstead	(4)	Monroe	(2)
Calhoun	(1)	Hot Spring	(1)	Nevada	(2)
Chicot	(3)	Jackson	(1)	Ouachita	(5)
Clark	(3)	Jefferson	(6)	Phillips	(4)
Columbia	(5)	Lafayette	(3)	Prairie	(1)
Conway	(1)	Lee	(1)	Pulaski	(3)
Crittenden	(5)	Lincoln	(3)	Sevier	(1)
Cross	(2)	Little River	(1)	St. Francis	(2)
Dallas	(2)	Logan	(1)	Union	(5)
Desha	(2)	Lonoke	(2)	Woodruff	(2)

() Number in parenthesis indicates the number of Negro high schools in each county.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
APPROVED PROJECTS FY-68

TITLE - PROJECT NUMBER

Improvement of Educational Opportunities for Young Citizens in Arkansas (68-001-001)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Local school board members in the State of Arkansas need further training and information in order to make sound and correct decisions necessary for the improvement of the public schools. Board members have very little access to recent developments in school reorganization, finance, curriculum, and facilities. To complicate the situation newly elected school board members receive very little, if any, training concerning their responsibilities, duties, and functions. Over six hundred of the three thousand local board members in the 407 school districts of Arkansas will be elected to office for the first time this year. The development of a continuing program for board members in order for them to become an effective functioning member cannot be over emphasized.

OBJECTIVES OF THE PROGRAM

To provide a means for giving pertinent training to members of local boards of education by conducting workshops, orientation meetings, providing up to date information on the latest school practices, personal visits to local boards by college and university personnel that are specialists in various educational matters, conduct, supervise, and distribute information on school surveys, and to print and distribute an information newsletter for all school board personnel and their administrative staffs.

PROGRAM

1. To conduct sixteen regional workshops in various parts of the State for local school board members.

2. To conduct orientation meetings for new school board members on request.

3. To provide visits of specialists in all phases of public education with local school board and administrative personnel.

4. To assist in the conduct of school surveys.

5. To publish and distribute a monthly newsletter for every school board member in the State.

6. To provide school consultants from the staff of colleges and universities.

FUNDING

Federal	Matching	Total
$12,452	$16,531	$28,983

TITLE - PROJECT NUMBER

Educational Opportunities for Disadvantaged Citizens (68-022-002)

INSTITUTION

Arkansas A M & N College, Pine Bluff, Arkansas
Philander Smith College, Little Rock, Arkansas
Arkansas Baptist College, Little Rock, Arkansas
Shorter College, Little Rock, Arkansas

COMMUNITY PROBLEM

Parents in many communities in the State of Arkansas are uninformed or misinformed regarding federal, state, and local finance assistance available to them for the higher education of their children. Many of the predominently Negro high schools, and small high schools in general, do not have guidance and counseling services as a part of their regular program. Disadvantaged citizens generally are the least informed regarding matters of interest in that would allow their children to further their education in college or vocational school.

OBJECTIVES OF THE PROGRAM

1. To disseminate information to the parents of students relative to aid available for higher education, vocational, and technical school training.

2. To encourage the disadvantaged parents of the necessity of their children becoming assets instead of liabilities to their communities by availing themselves of financial assistance to enter college.

3. To inform parents of procedures necessary to obtain financial assistance in the various educational institutions of Arkansas.

4. To make available supplementary information which may not be otherwise available due to limited resources of local school districts.

5. To encourage educational achievement in able students.

6. To develop better articulation between high schools, communities, and institutions of higher education.

7. To provide the opportunity for the staff and faculty of the participating institutions to become better acquainted with the problems and social conditions of the dsiadvantaged citizens of the State of Arkansas.

8. To provide a reservoir of information relative to programs of assistance through better informed faculty, staff, and community leaders.

9. To evaluate the results of the program in terms of increased enrollment of disadvantaged citizens in the institutions of higher education in Arkansas.

PROGRAM

Emphasis for the program will be those areas of the State of Arkansas where counseling and other guidance services are not available. The specific target area for the four colleges participating in this program are ninty-three Negro high schools located in thirty-seven counties of the State.

A conference of principals and other interested community leaders will be conducted to outline the procedures for the program and to organize the local community effort. Members of the staff and faculty of the four colleges and the University of Arkansas will participate in this conference.

A schedule of visits to each individual school community will be prepared with the cooperation of the school officials and local interested citizens. Information on meeting dates in each community will be given the widest publicity in newspapers, radio, television, and other means.

Development and distribution of brochures outlining the financial assistance available for scholarships, loan programs, work study programs, grants, and other methods of financial assistance for college-bound students.

Provide materials on policies and procedures for entrance and attendance at institutions of higher education. Application forms for various programs of assistance. These materials will be discussed individually with parents and other interested personnel in the communities.

Visitation teams will consist of admission officers, department heads, student affairs officers, and other faculty and staff from the four colleges.

FUNDING

Federal	Matching	Total
$20,000	$34,060	$54,060

TITLE - PROJECT NUMBER

Educational Guidance and Counseling for Parents of the Disadvantaged Young Citizen (68-021-003)

INSTITUTION

Field Services Division, Arkansas State University, State University, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural high schools in the State of Arkansas. Information on financial assistance, scholarships, loans, and direct grants to enable students from disadvantaged homes to attain higher education is not readily available. The parents of these students do not think it is possible for their children to attend college or technical school, therefore, they are prone to discourage any attempt on the part of these young people to think of this possibility. The problem has been identified in a statewide survey.

OBJECTIVES OF THE PROGRAM

1. To provide information to parents of the educational financial assistance available to enable their children to attain higher education

2. To assist public school districts in the guidance and counseling of parents with children with the ability to benefit from higher education.

3. To indicate to parents the benefits of higher education for their children

4. To provide contact between higher educational institutions and local school officials, teachers, parents, and other community leaders.

5. To strengthen the cooperative efforts between local school districts and higher educational institutions in the solution of mutual educational problems.

PROGRAM

1. A general organizational and orientation meeting will be conducted at Arkansas State University to inform members of boards of education, local school district administrative personnel, counselors, teachers, PTA officials and other interested citizens of the objectives of this program.

2. Schedule and conduct local community meetings in each public school district for the paretns of students that graduate from high school in the spring of 1968 and for other interested community leaders. These meetings will be sponsored by the local PTA groups. A concentrated attempt will be made to identify and have at these meeting, parents of students that most likely will not go to college due to financial circumstances in the home.

3. Prepare and distribute brochures, pamphlets, information sheets and other material to present to parents on the types of financial assistance available and how to make application and register for such assistance.

4. Assist local school districts to prepare mailing lists of parents that do not attend local meetings so that pertinent information on this assistance program may be mailed to these individuals.

5. Assist local school personnel in follow-up action in individual cases where students of high academic ability are concerned.

6. Assist community leaders and local school officials in the involvement of the total community in the effort.

FUNDING

Federal	Matching	Total
$8,040	$8,040	$16,080

TITLE - PROJECT NUMBER

Financial Counseling for Disadvantaged and Deprived Families (68-004-004)

INSTITUTION

Office of Student Affairs, Arkansas College, Batesville, Arkansas

COMMUNITY PROBLEM

Many families in Arkansas do not encourage their children to consider education beyond the high school level due to the financial condition of the family and the low level of motivation. Many of these families have never had a member of the family to go beyond the high school level, and there are many children that finish high school in spite of, not because of, their parents. Motivating the parents into attempting to educate their children beyond the high school level is a great problem. Financial assistance is the one factor that may get some of these capable students into higher education.

OBJECTIVES OF THE PROGRAM

1. To inform parents about the availability of financial assistance to continue the education of their children.

2. To inform and assist local school administrators in the identification and counseling of parents and students on the financial assistance available for continuing education beyond the high school level.

3. To try and motivate parents of the desirability of continuing education beyond the high school level.

4. To provide for closer contact between institutions of higher education and the local school district in finding solutions to this problem.

PROGRAM

1. To conduct a general orientation and organizational meeting of local school officials, members of boards of education, teachers, PTA members, and other community leaders.

2. To conduct meetings in each local school district with the parents of graduating high school seniors.

3. Provide personnel to counsel and advise, assist in making application for admission to the college of their choice and the financial assistance to make their enrollment possible.

4. Prepare and distribute brochures to parents, school personnel, and other community leaders that do not attend local meetings.

5. Assist local school districts with the identification and encouragement of students with the capability for higher education by showing their parents that it is possible for their children to extend their education.

FUNDING

Federal	Matching	Total
$4,050	$4,050	$8,100

TITLE - PROJECT NUMBER

Counseling of Parents of Economically Disadvantaged Young People (68-007-005)

INSTITUTION

Southern Baptist College, Walnut Ridge, Arkansas

COMMUNITY PROBLEM

Most of the region designated in this proposal can be characterized as economically deprived. Many of the young people of the region are, consequently, disadvantaged, but many of them have the ability to profit from higher education and to make a substantial contributions to their communities. The parents of most of these young people are not aware of the various existing financial assistance programs available to send their children to college, therefore, they do not encourage their children to even think in terms of higher education. This group must be reached, informed of the educational opportunities available, and encouraged to attempt to get their children enrolled in some form of higher education.

OBJECTIVES OF THE PROGRAM

To inform parents of the educational opportunities available for their children in the form of financial assistance to continue their education.

2. To impress upon parents the advantages of higher education and to motivate them to cooperate for their children's benefit.
3. To more effectively involve members of local school districts in the task of:
    a. identifying able but disadvantaged young students.
    b. encouraging their parents to assist them to take advantage of educational financial assistance available for higher education.
4. To improve cooperation between institutions of higher education and local school districts in the solution of common educational problems.

PROGRAM

1. Conduct an organizational and orientation meeting to provide information for school administrative personnel, teachers, parents, members of boards of education, and other community leaders on the objectives of the program.

2. Conduct meetings in each local school district to inform parents of students of financial assistance available for higher education.

3. Assist local school districts in the identification and the counseling of parents and students that might not otherwise attend college or vocational school due to financial need.

4. Publish and distribute brochures of information on all aspects of this program for parents that may not attend meetings.

FUNDING

Federal	Matching	Total
$3,300	$3,300	$6,600

TITLE - PROJECT NUMBER

Educational Guidance and Counseling for Parents of the Disadvantaged Young Citizen (68-009-006)

INSTITUTION

Division of Public Relations, State College of Arkansas, Conway, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.

2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.

3. To indicate to parents the advantages of higher education for their children.

4. To provide closer contact between local school districts and institutions of higher education.

5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens.

2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.

3. Prepare and distribute brochures of information on all phases of the financial assistance program.

4. Assist local school districts to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.

5. Assist the local school district to make applications on the part of high ability students.

6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$7,182	$7,182	$14,364

TITLE - PROJECT NUMBER

Educational Counseling and Guidance for Parents of the Disadvantaged Young Citizen (68-018-007)

INSTITUTION

Southern State College, Magnolia, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.

2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.

3. To indicate to parents the advantages of higher education for their children.

4. To provide closer contact between local school districts and institutions of higher education.

5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens.

2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.

3. Prepare and distribute brochures of information on all phases of the financial assistance program.

4. Assist local school district to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.

5. Assist the local school district to make applications on the part of high ability students.

6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$6,150	$6,150	$12,300

TITLE - PROJECT NUMBER

Educational Guidance and Counseling for Parents of the Disadvantaged Young Citizen (68-015-008)

INSTITUTION

Division of Public Affairs, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.

2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.

3. To indicate to parents the advantages of higher education for their children.

4. To provide closer contact between local school districts and institutions of higher education.

5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens.

2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.

3. Prepare and distribute brochures of information on all phases of the financial assistance program.

4. Assist local school district to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.

5. Assist the local school district to make applications on the part of high ability students.

6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$4,620	$4,620	$9,240

TITLE - PROJECT NUMBER

A Community Service Program to Inform Low Income Parents of Available Student Aid in Higher Education (68-003-009)

INSTITUTION

Field Services Division, Arkansas Polytechnic College, Russellville, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.

2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.

3. To indicate to paretns the advantages of higher education for their children.

4. To provide closer contact between local school districts and institutions of higher education.
5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens.
2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.
3. Prepare and distribute brochures of information on all phases of the financial assistance program.
4. Assist local school district to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.
5. Assist the local school district to make applications on the part of high ability students.
6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$5,330	$6,153	$11,483

TITLE - PROJECT NUMBER

Educational Guidance and Counseling for Parents of the Disadvantaged Young Citizen (68-020-010)

INSTITUTION

Office of Student Affairs, Arkansas A & M College, College Heights, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.

2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.

3. To indicate to paretns the advantages of higher education for their children.

4. To provide closer contact between local school districts and institutions of higher education.

5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens.

2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.

3. Prepare and distribute brochures of information on all phases of the financial assistance program.

4. Assist local school districts to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.

5. Assist the local school district to make applications on the part of high ability students.

6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$8,076	$8,850	$16,926

TITLE - PROJECT NUMBER

Educational Guidance and Counseling for Parents of the Disadvantaged Young Citizens (68-001-011)

INSTITUTION

Office of the Registrar, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Lack of guidance and counseling personnel in the rural areas of Arkansas. Information is not readily available on financial assistance such as scholarships, loans, grants, work-study programs and others for students from low income families to attain an education beyond high school. The parents of these students do not think it possible for their children to attend college, therefore, they discourage any attempt on the part of their children to think in this direction.

OBJECTIVES OF THE PROGRAM

1. To inform parents of the types of financial assistance available to enable their children to attend college or vocational school.
2. To assist local school districts in the guidance and counseling of students with the ability to benefit from higher education.
3. To indicate to parents the advantages of higher education for their children.
4. To provide closer contact between local school districts and institutions of higher education.
5. To strengthen the cooperative efforts between local school districts and institutions of higher education in the solution of mutual problems.

PROGRAM

1. Conduct a general organizational and orientation meeting for members of local school boards, school administrative personnel, teachers, parents, PTA groups, and other interested citizens
2. Conduct local meetings in each public school district for parents of children that might not otherwise go on to college or vocational school.

3. Prepare and distribute brochures of information on all phases of the financial assistance program.
4. Assist local school districts to identify capable students, consult with their parents, and mail them information pertaining to the program if personal contact is impossible.
5. Assist the local school district to make applications on the part of high ability students.
6. Assist the local school district to involve the leadership of the entire community.

FUNDING

Federal	Matching	Total
$9,200	$9,200	$18,400

TITLE - PROJECT NUMBER

A Continuing Education Program for the Disadvantaged Citizen (68-006-012)

INSTITUTION

Department of Counseling and Psychology, Crowley's Ridge College, Paragould, Arkansas

COMMUNITY PROBLEM

Surveys indicate that within a five-mile radius of the City of Paragould, Arkansas, forty percent of the population can be characterized as being disadvantaged in one form or another. Music, art, and drama activities are almost unknown in the area. Carnivals and circus' are the nearest thing to a fine arts program that touches this part of Arkansas. Rural schools have no fine arts program to provide service in this area. Senior citizen's are not provided any worthwhile activities to help them in making a contribution to community life.

OBJECTIVES OF THE PROGRAM

1. To provide organized activities for the disadvantaged and senior citizens in the area.

2. To conduct a program that will contribute to the social growth of these individuals.

3. To provide means for improving the social relationships and experiences of a group of citizens in order for them to become more productive citizens and to enrich their lives.

PROGRAM

1. To conduct demonstrations and instruction in arts and crafts, painting, ceramics, and woodcraft for interested citizens on a scheduled basis.

2. To organize, conduct and supervise group discussions of local, state, and national topics of current interest.

3. To provide, conduct, and encourage a reading program of literature appreciation.

4. To conduct programs of instruction on a scheduled basis in various vocational and technical subjects.

5. To provide source materials, audio visual aids, films, film strips, and other materials for individual and group use.

6. To organize and conduct a visiting lecturer's program on pertinent topics.

7. To establish and supervise a center for the purpose of meetings, conferences, and other activities for senior citizens.

FUNDING

Federal	Matching	Total
$8,000	$8,160	$16,160

TITLE - PROJECT NUMBER

Community Fine Arts Program (68-015-013)

INSTITUTION

Department of Fine Arts, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

The southwestern section of the State of Arkansas is a culturally deprived area in terms of the availability of fine arts programs. A recent survey of a sixteen-county area surrounding Henderson State College indicates there are only twenty-two full-time and eighteen part-time music specialists and five art teachers teaching in this area that has 36,229 elementary grade students. With the exception of four towns, the entire area never has any type of professional fine arts programs brought to the local community.

OBJECTIVES OF THE PROGRAM

1. To present fifty-four fine arts programs in nine local communities.
2. To promote an appreciation of fine arts in the area.
3. To contribute to the motivation of the communities to organize and promote local fine arts programs.
4. To encourage the local school districts to provide an expanded educational program in fine arts.

PROGRAM

The following fine arts presentations would be made in the towns of Benton, Camden, Hope, Malvern, Mena, Nashville, Prescott, Smackover, and Texarkana, Arkansas:

1. A student and faculty art exhibit, to remain in each of the selected communities for a two-week period.
2. An opera production, to be presented one night in each of the nine communities.
3. A drama production, to be presented one night in each of the nine communities.
4. A concert band performance, to be presented one night in each of the nine communities.
5. A chamber music performance, to be presented during the day preceding the night performance of the concert band.
6. A concert choir performance, to be presented one night in each of the nine communities.

FUNDING

Federal	Matching	Total
$10,000	$10,008	$20,008

TITLE - PROJECT NUMBER

Arkansas Polytechnic College Rural Fine Arts Program (68-003-014)

INSTITUTION

Department of Fine Arts, Arkansas Polytechnic College, Russellville, Arkansas

COMMUNITY PROBLEM

The area surrounding Arkansas Polytechnic College is a very isolated rural area where very few, if any, fine arts programs are presented. The local public schools have no music or art programs. Contact by the population of this area with fine arts programs is of a very minimal nature. The scarcity of population is such that television reception in the area is of fringe reception if at all. The need for programs of fine arts in this area is very great.

OBJECTIVES OF THE PROGRAM

1. To present a fine arts series of programs in about twenty-five rural communities of north central Arkansas

2. To provide an opportunity for the citizens of this area to attend fine arts programs that they would not have an opportunity to attend.

PROGRAM

To present a band concert, a play, a choir performance, a madrigal group, and a student and faculty art exhibit in the following communities of north central Arkansas: Marshall, Mt. Ida, Mountain Home, Pyatt, Jasper, Ozark, Danville, Atkins, Dover, Hector, Pottsville, Shirley, Scotland, Magazine, Scranton, Coal Hill, Hartman, Lamar, Deer, Mt. Judea, and Western Grove.

FUNDING

Federal	Matching	Total
$4,998	$5,030	$10,028

TITLE - PROJECT NUMBER

A Training Program in Child Welfare for Disadvantaged Citizens (68-012-015)

INSTITUTION

Education Department, Ouachita Baptist University, Arkadelphia, Arkansas

COMMUNITY PROBLEM

Educational Deprivation and social and geographic isolation have resulted in lack of information concerning such basic matters as nutrition, health, educational opportunities, employment opportunities, family planning, and family services in many of the small communities of southwest Arkansas. Disadvantaged citizens do not have the information and training which are considered commonplace by other segments of the state citizenry.

OBJECTIVES OF THE PROGRAM

1. To provide information concerning basic sanitation and nutrition to disadvantaged families, and to selected school systems in the area.

2. To promote interest and understanding concerning family planning among the disadvantaged in local communities.

3. To provide information relative to the achievement of satisfactory family life--concerning family finances, education, employment, family services to the disadvantaged in local communities.

4. To provide information to interested persons in the area preparatory to employment in the care of, and associated with, the retarded child.

PROGRAM

The program will consist of two divisions: (1) Family Life Conferences and (2) Institute on Mental Retardation.

1. The Family Life Conferences will involve eight rural communities in southwest Arkansas. The eight communities will be dealt with four at a time, in two identical eighteen-week program. Each program will involve the following:

    a. Two organizational and orientation meetings
    b. Four training sessions for community counselors
    c. Four family life conferences in each community
    d. One evaluation session in each community

2. The staff for the Family Life Division of the program will consist of a director, assistant director, four instructors, and eight community consultants.

3. The eight community consultants will be given five leadership training sessions prior to the community conferences.

4. The four community conferences will consist of the following:

    a. Sanitation
    b. Nutrition
    c. Health
    d. Education
    e. Housing
    f. Finances
    g. Family relationships
    h. Family planning

5. The second division of the program, Institute on Mental Retardation, will consist of nine two hour sessions with the following target groups for each session:

Session 1	Businessmen and governmental officials
Session 2	Parents
Session 3	Medical doctors and dentists
Session 4-5	Prospective employees for the Arkansas Children's Colony
Session 6-7	
Session 8	College students
Session 9	Educational officials

FUNDING

Federal	Matching	Total
$10,000	$10,780	$20,780

TITLE - PROJECT NUMBER

Arkansas College Bureau of Demotics Development for Youth Program (68-004-016)

INSTITUTION

Division of Social Studies, Arkansas College, Batesville, Arkansas

COMMUNITY PROBLEM

Lack of suitable employment opportunities for young citizens in the Arkansas College area. Although there are various economic and employment development groups in the area, no specific group is working to obtain or increase employment opportunities for the young citizen. Therefore, the out-migration of young people from the area is becoming a serious set back to the economic development of the area.

OBJECTIVES OF THE PROGRAM

1. To inform area economic development groups of the potential employability of young citizens.

2. To inform area economic development groups of suitable industrial and economic activities which could be developed so as to provide employment commensurate with the potential of the young citizens of the area.

3. To solicit the cooperation of local government, where appropriate, in creating or attracting economic enterprises with young citizen employment potential.

4. To attempt to retain young citizens in the local community and to provide employment opportunities for them when they elect to remain in the community.

PROGRAM

The action program will consist of two phases:

1. Phase One: Data relevant to the community problem described is currently available in the form of state and regional studies. Techniques of business, governmental, and historical specialists on the faculty will be used to present concise presentations with applicability to specific areas. This data will be supplemented by reference to local studies. The techniques of the faculty psychologist will be employed in determining the interests and aptitudes of unemployed and underemployed young citizens in the area. The result will be: what needs to be done to provide more and better employment for the young citizen, how the employment can be provided, and why the employment should be provided.

2. Phase Two: Faculty members who have been involved in the collection and preparation phase will disseminate their findings through the distribution of written materials, symposia conducted on the Arkansas College Campus or in the community as appropriate, and direct contact with key community leaders in business, government, and education. The following program will be presented:

    1. A general meeting of all interested economic development personnel from area councils, chambers of commerce, county school supervisors, members of boards of education, government officials, business leaders, civic club officials and members, and other interested community leaders.

    2. Presentations in local communities.

3. Distribution of materials to participants by mail.

4. A public information program through the local news media.

FUNDING

Federal	Matching	Total
$4,000	$5,000	$9,000

TITLE - PROJECT NUMBER

Community Improvement in a Changing World (68-011-017)

INSTITUTION

Philander Smith College, Little Rock, Arkansas

COMMUNITY PROBLEM

One of the primary problems of the Little Rock/Pulaski County area is lack of understanding, lack of communication, and lack of contact between the leadership of the black community and the leadership of the white community. Goals, objectives, desires, motives, and many other attributes of both groups need common study and general understanding. A closer working relationship, better understanding, and a common effort towards a better community for all citizens is urgently needed and required if the race confrontations that are sweeping the country are to be prevented.

OBJECTIVES OF THE PROGRAM

1. Personal action and contact between groups in order to improve overall community relations between different groups of people.

2. To provide knowledge, insight, and understanding between the leadership of different community groups.

3. To identify broad community needs and to suggest possible cooperative solutions.

4. To develop better attitudes and understandings between racial and other minority groups and the majority group in which they live and work.

PROGRAM

1. Conduct six one-day workshops during the months of October, and November of 1968 and January, February, March and April of 1969.

2. Conduct a leadership training seminar in September 1968 and an evaluation conference in May of 1969.

3. Subjects to be presented at workshops are as follows:

    a. Human Economic Development of the Community
    b. Physical Economic Development of the Community
    c. Educational Development of the Community
    d. Health and Welfare Development in the Community
    e. Cultural Development in the Community
    f. Recreational Development in the Community

FUNDING

Federal	Matching	Total
$4,000	$4,063	$8,063

STATE PLAN PRIORITIES
FY 69

1. Educational Services for Human Development

   a. Conferences, seminars, demonstrations and other informational activities to enhance the educational leadership at the local level in order to provide better educational opportunities for all citizens.

   b. Courses of study, seminars, conferences and other means available to provide leadership training for all segments of society. Such programs would include members of business, professional, and educational institutions. Emphasis would be placed on providing the community leadership with a broader understanding of the needs of society and to enlist their efforts in providing for these needs.

   c. Seminars, conferences, courses of study, demonstrations and other activities designed to provide leadership training, employment related training, family planning activities, health and sanitation activities, family budget and economic planning, cultural programs, and other activities for the disadvantaged citizen.

   d. Institutes, seminars, conferences and demonstrations for the development of better community race relations. Such programs would involve the community leadership of both minority and majority segments of the community as well as the citizens of each community.

2. Educational Services for Community and Economic Resource Development

   a. Demonstrations, conferences, seminars, and courses of study designed to educate and inform community leaders of the necessity for a coordinated effort to plan, program, and execute programs and activities to improve all communities in the State.

   b. Seminars, conferences, in-service training, demonstrations, and other activities to involve the total community in the planning, programming, and in the execution of local, county, regional, and statewide development activities.

   c. Courses of study, demonstrations, conferences, seminars and other related activities designed to bring to bear the resources of higher educational institutions in community problems in areas of the State designated as a Model City. Developed programs would also be applicable to other communities as identified needs dictated.

d. Courses of study, demonstrations, seminars, conferences, and other related activities at local, regional, and statewide levels to provide all citizens with a better understanding as to the identification and solution of community problems to include: improvement of local, county, and state government; to improve or provide for county or regional land use laws; improve and provide for local, county, and state transportation systems to serve all citizens; improvement of local, county, and state health services; and to provide and improve local, regional, and state recreational and tourist services.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
APPROVED PROJECTS FY 69

TITLE - PROJECT NUMBER

Model Cities Leadership Development Program, Texarkana, U.S.A. (69-001-001)

INSTITUTION

City Planning Division, College of Arts and Sciences, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Lack of community involvement and indifference to the Model Cities program in the target areas. Citizen apathy and indifference to community affairs. Lack of knowledge on the part of citizens of community problems related to the Model Cities program. Lack of personal skills in work with people in groups towards common goals. Lack of citizen ability in community problem solving, decision making, and organization.

OBJECTIVES OF THE PROGRAM

1. To develop the ability to identify, analyze, and make recommendations for the solution of problems in Model Cities target areas.
2. To increase the understanding of the objectives and concepts of the Model Cities Program.
3. To promote group understanding, group dynamics, and the role of individuals in group processes.
4. To provide a better understanding of community and community organizational developments.
5. To strengthen community leadership for problem solving in the Model Cities target areas.

PROGRAM

1. Conduct five two-day institutes on a monthly basis for about fifty residents of the Model City target areas. The group will also include civic leaders and public officials. The subject matter for the five institutes is as follows:

   a. Disgnosing, identifying, and analyzing the needs and the problems of the Model Cities target areas.

   b. Explanation and understanding of the Model Cities concept.

   c. Group understanding, their dynamics and individuals in groups.

   d. Community understanding and community organization development.

   e. Leadership development for problem solving in the Model City area.

2. A second series of two-day institutes on the following subjects for additional community personnel:

   a. Community--An arena for contending forces

   b. Groups, Group dynamics and the individual

   c. Community and organizational development

   d. Bridging communication gaps

   e. Community power

   f. Leadership for community change

FUNDING

Federal	Matching	Total
$12,835	$19,042	$31,877

TITLE - PROJECT NUMBER

Educational Services for Human Resource and Community Development (69-022-002)

INSTITUTION

Arkansas A M & N College, Pine Bluff, Arkansas

COMMUNITY PROBLEM

The increase in financial aid to college students within recent years has made it possible for many individuals to attend college or vocational school that might not have otherwise been able or who would not have expected to attend. However, many parents in communities throughout the State of Arkansas are uninformed or misinformed regarding federal, state, local, and private financial assistance programs available to them for the higher education of their children. This is particularly true of disadvantaged citizens who are generally the least informed.

The findings of a recent study of high schools in Arkansas indicate that many schools cannot meet this need. Of a total of 463 high schools, 175 do not provide a counselor on the high school staff. These schools are the smaller high schools, both Negro and white, and enroll only about one-third of their graduates in some form of higher education. The schools with counseling services enroll about fifty percent of their students in higher education. Primarily, this gap is due to a lack of information regarding sources of financial assistance available to low income parents.

In addition to the above, many communities and constituent portions of communities are interested in improving the communities in which they live. Such communities lack leaders who are aware of the available resources and legislation which can be brought to bear on the resolution of many community problems. Knowledgeable community leaders are a prerequisite for the development of programs and activities that lead to community improvement.

OBJECTIVES OF THE PROGRAM

1. To provide information for the parents of students, community leaders, and other interested individuals relative to financial assistance available for higher education, vocational and technical training, and the procedures required to obtain such assistance.

2. To encourage disadvantaged parents to assist their children in obtaining such assistance so that they may become assets to the community rather than liabilities.

3. To provide an information service that is not otherwise available in about 200 local high school districts.

4. To develop better articulation between local school districts and communities and institutions of higher education.

5. To provide the opportunity for staff and faculty members of the college to become better acquainted with the problems and social conditions of the communities from where their students obtained their public school education.

6. To make available a reservoir of information relative to financial aid programs through better informed faculty, staff, and community leaders.

7. To evaluate the program in terms of increased enrollments in the institutions of higher education.

8. Identification and assessment of leadership potential in selected communities.

9. To assit in the definition of community problems and to develop a plan for a coordinated approach to the solution of identified problem areas.

PROGRAM

1. The target areas for this program to be carried out by Arkansas A M & N College with the assistance of Philander Smith College, Arkansas Baptist College, and Shorter College are the high school districts in thirty-six counties of Arkansas that have predominently Negro high schools.

2. To conduct an organizational and orientation meeting for at least two community leaders from each of these high school districts to explain the the objectives of this program.

3. To organize a schedule of visitations to each community through the mutual agreement between the colleges and community leaders in order to make contact with the parents of students that may not otherwise be able to attend an institution of higher education.

4. Develop and distribute brochures outlining the financial assistance available from scholarships, loan programs, work-study programs, and financial grants available for students from low income families that may wish to enroll in college or vocational and technical schools. Materials relating to policies and procedures for admission and for making application for financial assistance will be assembled and distributed.

5. To organize and schedule visitation teams from the participating colleges and vocational schools. Teams will consist of college administrative personnel, department heads, faculty, registrar personnel, and student assistanct personnel.

6. To work with the community leaders of six communities that have a large Negro population to perform the following:

   a. Identify the community leadership
   b. To hold a series of conferences and discussion groups to assess community problems. Determine leadership roles, suggest programs for implementation, determine community resources, and to bring to bear on identified problems the resources of the community, state, and national government in the solution of the identified problems.

7. To provide faculty members from sociology, economics, government, and other departments as needed for an instructional staff for these community conferences.

8. To provide consultants who have specific capabilities for the community development program.

FUNDING

Federal	Matching	Total
$21,000	$11,000	$32,000

TITLE - PROJECT NUMBER

Community Educational Leadership Conferences (69-021-003)

INSTITUTION

Field Services Division, Arkansas State University, State University, Arkansas

COMMUNITY PROBLEM

Lack of understanding of the role and type of involvement most appropriate for the community in fostering educational programs. The State of Arkansas is near the bottom on every ranking of states in educational endeavors. Involvement and support of community leadership in the support of a total effort in the field of education is of primary importance if the state is to provide an adequate education for its citizens.

OBJECTIVES OF THE PROGRAM

Development of leadership capability in order to provide:

a. Elementary schools that meet minimum accreditation standards
b. High schools that meet minimum accreditation standards
c. Adequate finances to support minimum programs in each community
d. Maximum attendance, maximum enrollment, effective organization, and maximum counseling for enrollment in the public schools, the colleges and universities of the State, and vocational and technical schools.

PROGRAM

1. Conduct two general organization and orientation meetings for parents, community leaders, local boards of education, and local school administrative personnel to outline the objectives and procedures of the program.

2. Conduct two local meetings in each school district in an eighteen county area of northeastern Arkansas.

3. Prepare and distribute brochures of information on financial assistance available for students that have the ability to profit from higher education.

4. Provide professional personnel for consultation with local boards of education in all areas of school administration, operation, and financing.

FUNDING

Federal	Matching	Total
$16,200	$16,200	$32,400

TITLE - PROJECT NUMBER

College-Community Human Resources Utilization (69-015-004)

INSTITUTION

Division of Education and Psychology, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

The low level of educational leadership in the area served by Henderson State College is reflected in the large number of sub-standard educational facilities in the area. The lack of involvement by the total community in educational concerns is a drawback to educational development.

OBJECTIVES OF THE PROGRAM

1. Development of leadership resources and skills of community leaders.

2. Improvement of communication skills in both individual and groups.

3. Increase the sensitivity to human relations shortcomings.

4. To provide educational consultation services for the local community.

5. To promote closer cooperation between the college community and the community that it serves.

PROGRAM

The program will be conducted during the regular school year in three phases as follows:

1. Conduct a series of short workshops for the Henderson staff and faculty in order to provide and orientation and base for the program.

2. Conduct a workshop in each local community in a nine-county area using faculty personnel in the following areas or disciplines:

   a. Education
   b. Health and recreation
   c. Government
   d. Welfare and economics

3. Provide consultation services on a continuing basis.

FUNDING

Federal	Matching	Total
$2,642	$2,642	$5,284

TITLE - PROJECT NUMBER

Transportation Technology and Watersites Seminars (69-001-005)

INSTITUTION

Industrial Research and Extension Center, University of Arkansas,
Little Rock, Arkansas

COMMUNITY PROBLEM

Underemployment and unemployment are common problems to many communities along the Arkansas River. Advanced information on proper location of navigation and port sites are necessary if the development of the potential use of the Arkansas River is to be utilized. Advanced technology in this area of Arkansas is not well developed.

OBJECTIVES OF THE PROGRAM

1. Long range increased employment of this area of Arkansas

2. Increased economic activity for the Arkansas River basin

3. Efficient use of navigational port facilities and planned growth of towns along the Arkansas River

PROGRAM

1. Three two-day seminars at selected locations along the Arkansas River will be conducted as follows:

   a. Seminar 1: Water Transportation Facilities Technology
   b. Seminar 2: Developments in Transportation Technology
   c. Seminar 3: Potential Industrial Sites Along the Arkansas River

2. Subject matter and participants, Seminar 1:

   The community leaders and managements of many Arkansas firms are planning to utilize water transportation for the first time in the near future. This seminar will bring them up to date on the technological developments related to successful and efficient use of water transportation. Topics to be presented include:

   a. Design of Docking Facilities
   b. Physical Distribution Operations Analysis
   c. Materials Handling Equipment
   d. Storage Faculities Developments
   e. Corrosion Control

3. Subject matter and participants, Seminar 2:

   This program will explore recent developments in transportation technology and their application to the transportation industry in Arkansas. Included will be rail, air, river, road and pipeline methods of transportation. Technological advances such as pipeline movement of solid materials, innovations in pneumatic techniques and fuel cell power sources will be explained as well as system innovations such as the water carrier minimum handling technique and palletization procedures as recently perfected by the Air Force.

   The material will be of primary interest to management personnel in the transportation industry and to organizationa secondarily committed to the transportation of goods and materials.

4. Subject matter and participants, Seminar 3:

   The program will examine the potential sites along the Arkansas River offering maximum benefits to firms needing the advantage of low-cost water transportation. Discussions will cover the types of firms best suited to each site, the resources available at each location (water supply, labor market, utilities, other modes of transportation available, etc.) and the general rules and regulations pertaining to the use of waterways.

   The program should be of special interest to communities that have previously relied on some other mode of transportation. It will also interest management that already has an established need for low-cost water transportation and is looking for a site for relocation or expansion of present operations.

FUNDING

Federal	Matching	Total
$4,342	$4,343	$8,685

TITLE - PROJECT NUMBER

Information, Education, and Training Program for Leaders of Small Communities in Southwest Arkansas (69-015-006)

INSTITUTION

Public Service Division, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

A majority of small communities in Arkansas are not able to provide the services necessary to train, inform, and educate personnel in order to maintain and expand the activities necessary for efficient community operations. Effective community leadership is a pressing problem for every community.

OBJECTIVES OF THE PROGRAM

1. To provide leadership training for community leaders.
2. To act as an informational source for community leaders and other interested citizens in the community.
3. To supply occupational and educational services for local communities.
4. To upgrade the competencies of citizens in order to serve the needs of the community in educational services, economic activities, counseling and guidance services for local school districts, and employment services to enhance the development of local communities.

PROGRAM

1. Conduct a conference in each local community in a nine-county area.
2. Prepare and distribute brochures of information pertaining to the objectives of the program.
3. Provide college faculty and staff to assist in the organization of local groups and committees.

4. Provide an information service on state and national services that may be of some use to the community.

5. Provide representatives from technical and vocational schools, employment representatives, business leaders, and others for the assistance of each community.

FUNDING

Federal	Matching	Total
$7,152	$7,456	$14,608

TITLE - PROJECT NUMBER

Improved Educational Opportunities for all Citizens through Better Informed Local Educational Leadership (69-001-007)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Members of local school boards in Arkansas are inadequately equipped to meet present day educational challenges. Local schools are controlled by these boards and educational decisions are being made qithout a firm foundation of modern day educational methods. Trained and informed educational leaders are a necessity if the educational level of the citizens of Arkansas is to be raised.

OBJECTIVES OF THE PROGRAM

1. To provide information and orientation to new board members.

2. To assist local boards of education in the problems arising out of integration and reorganization of school districts.

3. Provide consultation services for boards of education.

4. Organize and conduct workshops for school board members and other administrative officials.

PROGRAM

1. In conjunction with state supported colleges, organize and conduct sixteen regional workshops on the following school problems:
    - a. Reorganization and integration
    - b. Curriculum revision
    - c. Teacher in-service training
    - d. Finance, taxation, and bond issues
    - e. School facilities
    - f. Modern school methods of research and teaching
2. Provide consultation services as requested.
3. Publish and distribute a monthly newsletter to the more than 3,000 members of local boards of education.

FUNDING

Federal	Matching	Total
$10,000	$14,194	$24,194

TITLE - PROJECT NUMBER

Southwest Arkansas Early Childhood Educational Leadership Development Program (69-015-008)

INSTITUTION

Department of Education and Psychology, Henderson State College, Arkadelphia, Arkansas

COMMUNITY PROBLEM

The higher education institutions of Arkansas have provided very little training for individuals with responsibilities for early childhood education. This has been due in most part by the restrictions written into the State Constitution of Arkansas. Consequently, the small number of kindergarten services are being conducted by inadequately trained personnel.

OBJECTIVES OF THE PROGRAM

1. To develop a group of informed citizens actively involved in providing early childhood education at the local level.
2. Provide assistance in planning early childhood programs of education.
3. Provide consulting specialists for local education groups interested in instituting early childhood education programs.

PROGRAM

The program will be conducted in three phases:

Phase 1: Conduct an organizational and orientation conference for local citizens on the goals and objectives of the program. Organize community conferences and workshops.

Phase 2: Conduct a series of community workshops in the local communities on a monthly basis in the following areas of concern:

a. Characteristics of early childhood development
b. Educational needs of pre-school children
c. Goals and objectives of early childhood education
d. Teaching requirements, materials, facilities required, and resources required to institute pre-school programs.

Phase 3: Conduct evaluation sessions in each community to assess the success or failure of the total effort.

FUNDING

Federal	Matching	Total
$1,421	$1,421	$2,842

TITLE - PROJECT NUMBER

A Program to Develop Community Service and Continuing Education in Arkansas (69-001-009)

INSTITUTION

Division of General Extension, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

Lack of understanding of the role of institutions of higher education in the provision of educational services to the community and the individualistic approach by institutions of higher education towards community educational services is but two of the aspects of this problem. Lack of coordination between institutions, the local community, and other business and governmental organizations is another aspect of this problem. A common framework and organization, common objectives, and cooperation is necessary if the resources of institutions of higher education are to be focused on the urban, rural, and suburban problems of the State.

OBJECTIVES OF THE PROGRAM

1. To develop, organize, and institute a statewide coordinating committee on community service and continuing education consisting of representatives of all public and private institutions of higher education in Arkansas to direct, develop, implement, and evaluate present and proposed programs and to serve as a state advisory body.

2. To develop channels of communication between community, business, civic, government leaders and the staff and faculty of the colleges and universities in the State of Arkansas

3. To develop short and long range goals for institutions of higher education; to identify community needs and problems; provide recommendations for the solution of community problems, and to coordinate the application of higher education resources to the solution of identified problem areas.

4. To develop plans for the financial support--local, state, and national to implement a statewide comprehensive community service program.

5. To solicit public support for educational services and to create a demand for the resources of higher education in the solution of community problems.

6. To implement, insofar as possible, the following recommendations of the Committee on Extension and Public Service Programs in the Statewide Study of Higher Education in Arkansas prepared by the Arkansas Commission for the Coordination of Higher Educational Finance:

    a. Extension must be accepted as a primary function of the college or university.

    b. Governing boards, central policy makers and administrators, and faculties of the institutions must understand the goals of the total program of extension. This program must reflect the level of quality of the institution itself. The institutional commitment must be made clear. Adequate resources must be allocated.

    c. Policies governing extension must provide for the recruitment and retention of a quality staff, with an institutional reward system that provides rank, tenure, and the other essentials to perform extension teaching, research, and administrative tasks well. Those engaged in extension must be recognized throughout the academic community as having a clear professional status and respected career line.

    d. The institution must plan carefully and comprehensively for its extension program.

e. The entire extension effort must be coordinated within the college or university. Strong leadership in the administrative structure is mandatory if this coordination is to be achieved. A comprehensive approach to some of the complex problems extension is asked to deal with becomes impossible without institution-wide coordination.

f. The size, nature, and depth of involvement of the very large and heterogeneous extension student body, and other clientele, should be analyzed constantly. This evaluation should guide extension policy-makers and other administrators in formulating institutional commitments in terms of the needs of the individuals and the segments of society the institution seeks to serve.

g. Extension should not be expected to operate on a self-supporting basis. When extension must be self-supporting it is likely to serve well only the few who can afford to pay for it, and it will not serve at all the many whose needs are of greatest concern. Extension must have consistent financial support from university funds to be effective in meeting community and social needs.

h. The college or university must be creative in adapting program content and format to specific objectives, in finding new equivalents for traditional requirements, and in the methods required to meet its extension commitment. These conditions can be met with full respect for institutional standards of quality.

i. More statewide, regional, and national programs of extension must be developed. Colleges and universities should plan jointly to meet pressing needs and to develop the appropriate mechanisms and resources for special purposes.

j. The college or university must be prepared to cooperate with governmental agencies--local, state, and national--and with private organizations in the conduct of educational programs essential to the achievement of social goals. Within the framework of this partnership government and private organizations should pay the cost of specific programs and also should provide continuing financial support to develop the capability of the institution of higher education to provide the services.

k. A comprehensive coordinated statewide plan for continuing education and public service in Arkansas should be developed under the auspices of the Commission on Coordination of Higher Educational Finance.

l. The designation "extension" is inappropriate and does not properly describe the diverse activities involved.

m. Courses offered in approved off-campus programs should be accepted as legitimate credit in all state institutions when appropriate in terms of major and professional requirements.

n. There must be a substantial increase in the amount of state funds allocated to extension programs in the future.

o. A statewide coordinating committee on extension made up of representatives of public and private institutions of higher education in Arkansas should be formed and should hold regular meetings to evaluate present and proposed programs and service in an advisory capacity in the general area of extension and public service.

p. A majority of the students enrolled in junior college community service programs have fees reimbursed to them by their employers. It is felt that this is a determining factor in the success of suggested classes. If fees are borne completely by the individual and not reimbursed, the response is not nearly as great. The program would be of much more benefit to the community if fees could be reduced and operating expense provided, at least partially, by regular appropriations. It is indeed a strange paradox to emphasize the need for continuing adult education, of the non-credit type, and at the same time withhold financial aid from such programs.

q. There are many areas usually identified as the reasons why people need enlightenment to fill the darkness, the inadequacies, and the deficiencies in their lives. These are vital and real reasons for community service programs and should be recognized as valid justification for programs in every college in the State of Arkansas. Non - credit classes should be made a part of the total program on every campus.

r. A basic problem in the community service and continuing education program is the inability to use regular teaching faculty to teach extension classes except on a reduced load basis. State legislation should be initiated to allow some type of payment for instruction in these classes in addition to regular salary for the normal teaching load. This is a common and effective practice in most other states.

PROGRAM

1. Conduct a general organizational and orientation meeting of representatives from each institution of higher education in the State of Arkansas.

2. Conduct four conferences with members from institutions of higher education and community leaders appointed to a steering committee.

3. Conduct seven regional conferences with institutional personnel and selected leaders from local communities.

4. Conduct local conferences in some of the larger population centers of the State with members of local institutions of higher education and community leaders. The general public will be invited to attend.

5. Conduct a planning meeting for each committee appointed and other meetings as required.

6. Conduct a general meeting to report final recommendations to be presented to institutions of higher education for continuing action.

FUNDING

Federal	Matching	Total
$12,734	$12,734	$25,468

TITLE - PROJECT NUMBER

Workshops on Legal and Economic Aspects of Farm Business and Estate Planning (69-001-010)

INSTITUTION

Agriculture Extension Service, University of Arkansas, Little Rock, Arkansas

COMMUNITY PROBLEM

In earlier times all farms in Arkansas and elsewhere tended to be legally organized as single proprietor business units. Little thought was given to how farms could be legally organized to achieve the best long term results; how best to pass the farm to the next generation; and how best to plan retirement for the proprietor.

Now farms are fewer, larger and more highly capitalized. A few farms have availed themselves of multi-member forms of organization-corporation-and partnership-as well as the trust and variations of sole proprietorship with farm supplies provided under contract. However, the vast majority of Arkansas farmers and owners of farm land have not made use of the more highly developed forms of legal organizations and arrangements. Because of this, farms in many commercial farming communities are operated at less than their optimum efficiency; little or no planning is done toward leaving the farm so that it be operated as an economic unit by the next generation and little estate planning is carried on to best provide for survivors. Because of these circumstances farming communities are not as prosperous as they could be and capable younger men are not as apt to choose farming as a vocation in their home community as they would under improved conditions.

Local attorneys, bankers, tax consultants, and others that give advice and counsel to farmers are sometimes not up to date on the many types of legal arrangements for farm businesses due to the lack of demand for such services. The need, is two fold: (1) to provide information for farmers and those individuals with farm interests on the various legal arrangements possible as applied to farming; and (2) to inform other interested personnel of the nature of the problem so they will become more prepared to provide services required by the farmers.

OBJECTIVES OF THE PROGRAM

1. To better the operating efficiency of farm businesses through the appropriate legal form in order to:

    a. Improve internal efficiency
    b. Improve capital acquisition and use
    c. Improve management through specialization
    d. Extend planning through better information

2. To improve planning in order to:

    a. Simplify and reduce probate costs and other fees
    b. To maintain and continue an efficient operating unit
    c. To provide sufficient retirement income for the primary farm operator
    d. To treat all heirs equitably

3. To bring about a better understanding of state and federal tax laws as applied to farmers and farm business. These taxes include:

    a. Social Security
    b. Income-State and Federal
    c. Inheritance
    d. Gift
    e. Sales

PROGRAM

1. The proposed workshops will involve two groups of individuals as follows:

    a. Professional individuals to include: lawyers, bankers, business men, tax consultants and others
    b. Farm operators, land owners, and other groups with farm interests

2. For the first group two general workshops will be conducted in two general areas of the State.

3. For the second group a series of county workshops covering a twenty-county area of eastern Arkansas will be conducted on a scheduled basis.

FUNDING

Federal	Matching	Total
$10,625	$12,960	$23,585

TITLE - PROJECT NUMBER

A Continuing Education Program for the Development of Human and Economic Resources (69-006-011)

INSTITUTION

Department of Counseling and Psychology, Crowley's Ridge College, Paragould, Arkansas

COMMUNITY PROBLEM

Change from a rural economy to a more industrialized economy has brought about the need for greater understanding of community problems by the leadership in the community as well as by every citizen. The mobility of the population is one aspect of the problem. The increasing urbanization of communities once thought to be rural is one result of the movement of the population. Increased urbanization has increased the impact of old community problems and has created new problems for each growing town or city. New approaches to the solution of these problems has become a necessity. The understanding of the community leadership of the problems is vital to finding solutions.

OBJECTIVES OF THE PROGRAM

1. To provide opportunities for informing and assisting community leaders and the citizens of the community in the coordinating of improvement programs and activities so that the entire area may benefit.

2. To outline possible sources of community economic resources and to promote ways in which these resources can be used to assist in the solution of identified community problems.

3. To use the resources of Crowley's Ridge College in assisting the community to develop programs and activities to solve some of the problems of the area.

4. To provide assistance for community leaders in the planning, programming, and execution of programs designed to improve the communities of the area.

PROGRAM

1. Conduct one organizational and orientation meeting in each community in the five county area around Crowley's Ridge College to outline the objectives of the program.

2. To conduct five county wide seminars involving the business, civic, government, and other leaders of the community on the necessity of a coordinated regional approach to the solution of problems that are too large for the average small rural community.

3. To provide a series of short courses for each community in the following areas of specialization:

   a. Leadership
   b. Management
   c. Planning and programming
   d. Effective use of community resources both human and economic
   e. Public relations

4. To provide consultants for each community based on need and the desires of the community to provide expert assistance and advice.

5. To provide the necessary coordination for all community agencies working on common problems in order to prevent duplication.

FUNDING

Federal	Matching	Total
$18,365	$18,365	$36,730

TITLE - PROJECT NUMBER

School Plant Planning Services for Public Schools in Arkansas (69-001-012)

INSTITUTION

College of Education, University of Arkansas, Fayetteville, Arkansas

COMMUNITY PROBLEM

The State of Arkansas has 387 local school boards. The majority of these boards of education are located in small rural areas. The majority of the members have very little practical knowledge in the planning and construction of school facilities. Services provided by the State Department of Education, colleges, and universities are inadequate to the lack of sufficient personnel. Funds are generally not sufficient to pay for the services of consulting architects in order to provide information on the latest techniques in design, construction, and use of the latest materials for school buildings.

OBJECTIVES OF THE PROGRAM

1. To improve school construction programs in the State of Arkansas.
2. To compile, publish and distribute to local boards of education information on the latest designs for school buildings, construction techniques, construction materials, school equipment, and other materials necessary for adequate planning of school facilities.
3. To publish and distribute to all local boards of education a check list that can be used as a guide for carrying out construction plans for new school facilities.

PROGRAM

The program will be conducted in three phases as follows:

Phase 1: A collection and analyzing program of the latest information pertaining to the construction of school facilities. On site visits to about twenty-five newly constructed school buildings to consult with architects, school officials, school board members, and contractors.

Evaluation of site, landscape, space allocation, costs, construction features, and other matters will be undertaken. List of problems encountered during the planning, construction, and operation will be compiled.

Phase 2: Compile and distribute to each board of education a pamphlet that can be used in the planning and construction of new school facilities.

Phase 3: Provide a consulting service to local boards of education on a continuing basis.

FUNDING

Federal	Matching	Total
$2,000	$1,414	$3,414

APPENDIX A

STATE OF ARKANSAS
OFFICE OF THE GOVERNOR
LITTLE ROCK

ORVAL E. FAUBUS
GOVERNOR

May 23, 1966

The Honorable Harold Howe II
U. S. Commissioner of Education
Department of Health, Education
and Welfare - Office of Education
Washington, D. C. 20202

Dear Commissioner Howe:

I have been requested to designate a State agency or institution to administer for the State of Arkansas, Title I of the Higher Education Act of 1965 (Community Service and Continuing Education Program).

Since the organizational structure necessary for the implementation of this program is already in existence at the University of Arkansas, and since the University of Arkansas is broadly representative of institutions of higher learning, public and private in the state, and has special competence to carry out community services and continuing education programs, I designate the University of Arkansas as the institution to administer for Arkansas, Title I of the Higher Education Act of 1965. The University of Arkansas is located at Fayetteville, Arkansas, and Dr. David W. Mullins is its President.

Because of the press of official business, I have not been able, as yet, to appoint the members of the Advisory Council. I have recommendations on my desk and hope to make the appointments in the near future.

Most sincerely,

Orval E Faubus

Orval E. Faubus
Governor

OEF/ng

APPENDIX B

STATE ADVISORY COUNCIL

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Appointed by Governor Orval E. Faubus on June 2, 1966

Warren Bray, President, State Chamber of Commerce, Little Rock, Arkansas

President John Brown, Jr., John Brown University, Siloam Springs, Arkansas

Chris Corbin, Superintendent, Fort Smith Public Schools, Member, Board of Westark Junior College, Fort Smith, Arkansas

President Lawrence Davis, Arkansas A M & N College, Pine Bluff, Arkansas

President Ernest T. Dixon, Jr., Philander Smith College, Little Rock, Arkansas

Edgar Easley, Assistant State Health Officer, Little Rock, Arkansas

Perrin Jones, State Board of Education, Searcy, Arkansas

Bill Laney, State Labor Commissioner, Little Rock, Arkansas

Fred MacDonald, Member, Commission on Coordination of Higher Educational Finance, Brinkley, Arkansas

Ted Morley, State Planning Director, Little Rock, Arkansas

Harold Ohlendorf, President, Farm Bureau Federation, Osceola, Arkansas

President Carl Reng, Arkansas State College, Jonesboro, Arkansas

President M. H. Russell, Henderson State College, Arkadelphia, Arkansas

Carl Stout, Manager, Arkansas Alcoa, Little Rock, Arkansas

Paul M. Young, Vice-President for Academic Affairs, University of Arkansas, Fayetteville, Arkansas

APPENDIX C

STATE ADVISORY COUNCIL

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Appointed by Governor Winthrop Rockefeller on September 5, 1967

Winston Beard, State Planning Director, Little Rock, Arkansas

William Bonner, College of Arts and Sciences, University of Arkansas, Fayetteville, Arkansas

Chris Corbin, Superintendent, Fort Smith Public Schools, Member, Board of Westark Junior College, Fort Smith, Arkansas

President Ernest T. Dixon, Jr., Philander Smith College, Little Rock, Arkansas

Jim Dupree, Member, State Board of Education, Weldon, Arkansas

Edgar Easley, Assistant State Health Officer, Little Rock, Arkansas

Wyley Elliott, Superintendent of Schools, Camden, Arkansas

Fred MacDonald, Member, Arkansas Commission on Coordination of Higher Educational Finance, Brinkley, Arkansas

Sara Murphy, 423 Shamrock, Little Rock, Arkansas

Robert Nabholz, Nabholz Construction Company, Conway, Arkansas

Bill Osborne, National Old Line Building, Little Rock, Arkansas

John Peterson, National Old Line Building, Little Rock, Arkansas

Palmer Pilcher, Academic Vice-President, University of Arkansas, Fayetteville, Arkansas

Al Pollard, Brooks-Pollard Company, Tower Building, Little Rock, Arkansas

Victor Ray, 219 Linwood Court, Little Rock, Arkansas

President Carl Reng, Arkansas State University, State University, Arkansas

President M. H. Russell, Henderson State College, Arkadelphia, Arkansas

Jim Sheets, John Brown University, Siloam Springs, Arkansas

Carl Stout, 357 North Ridge Road, Little Rock, Arkansas

President York Williams, Morris-Booker Memorial College, Dermott, Arkansas

APPENDIX D

COMMUNITY SERVICE AND CONTINUING EDUCATION IN ARKANSAS

Service to the people of Arkansas is not a new concept for the institutions of higher education within the state. However, a new dimension has been created with the passage of the Higher Education Act of 1965. Under the provisions of Title I of this Act, institutions of higher education within the state, both public and private, have been able to bring their resources into communities throughout the state to assist in solving community problems. It is too early to thoroughly evaluate the impact of this program in the state, but most indications are that it has been successful in some areas.

The Division of General Extension of the University of Arkansas is the designated agency to administer the program. An Advisory Council for Community Service and Continuing Education has been appointed to assist the state agency. The council consists of individuals representative of institutions of higher education, labor, business, government, professions, and the public schools. It is the responsibility of the state agency in conjunction with the Advisory Council to develop a comprehensive and statewide program of community service and continuing education programs. In carrying out this responsibility, a series of meetings have been conducted throughout the state in each of the state-supported institutions of higher education. The institutions and their locations are as follows: University of Arkansas, Fayetteville, Arkansas; Arkansas A M & N College, Pine Bluff, Arkansas; Henderson State College, Arkadelphia, Arkansas; Southern State College, Magnolia, Arkansas; State College of Arkansas, Conway, Arkansas; Arkansas Polytechnic College, Russellville, Arkansas; Arkansas A & M College, Monticello, Arkansas; and Arkansas State University, Jonesboro, Arkansas.

The purposes of these meetings were to assist the State Advisory Council on Community Service and Continuing Education Programs and the State Agency to identify basic areas of community problems that exist in rural, urban, and suburban communities of the State of Arkansas in housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use; to outline specific aspects of a comprehensive, coordinated, and statewide system of community service and continuing education programs in rural, urban, and suburban areas of Arkansas; and to establish priorities for a state plan for community service and continuing education programs for use by institutions of higher education in Arkansas.

In order to get as wide coverage as possible the seventy-five counties of the state were broken down into regions surrounding each of the institutions. Invitations to take part in the meetings were sent to community leaders from government, business, professions, and education. An excellent response has been obtained from each region. An average of seventy-five community leaders have attended the meeting in their locality. Indications are that these individuals will be instrumental in creating a demand in their local communities for the services that can be provided by institutions of higher education.

The format for each meeting was approximately the same. The services being provided by the institution were outlined. Programs underway and possible under the provisions of the Title I program were presented by a member of the staff of the Division of General Extension, University of Arkansas. Nationally known resource consultants were provided for each meeting. These individuals were as follows: Dr. Thurman J. White, Dean, College of Continuing Education, University of Oklahoma. Dr. White is also on the National Advisory Council for Community Service and Continuing Education. Dr. Stanley Drazek, Associate Dean, University College, University of Maryland. Dr. Donald G. Wiepert, Title I Administrator, Division of Higher Education, New York State Department of Education. Dr. Enrico A. Giordano, State Coordinator Title I, Florida State Board of Regents for Continuing Education. Dr. James Sparkman, Mississippi State Director of Continuing Education, Institutions of Higher Learning.

The services of these individuals were invaluable to the community leaders in these meetings. They added a breadth and scope that would not have been possible by the use of personnel within the state. Their descriptions of Title I programs in their own states as well as on the national level provided an insight into the program that would not have been possible otherwise.

Each individual attending the regional meetings was requested to complete a questionnaire. The questionnaire requested a rank order of the categories of community problems listed in Title I of the Higher Education Act of 1965. These categories were housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use. It requested the size of the community, city or town in which the person lived and whether the area was rural, urban, or suburban. In addition it requested that each individual list in order of priority specific community problems that he thought institutions of higher education could assist in solving.

In addition to the meetings of community leaders sample lists of community leaders from government, business, professions, and education were mailed the questionnaire. Government leaders included county judges from all seventy-five counties, mayors of incorporated towns and cities, members of the state legislature, and members of active chapters of the League of Women Voters. Business leaders were selected from lists of local Chambers of Commerce. Professional leaders included doctors, dentists, and lawyers. Educational leaders included public school teachers, college professors, superintendents of Schools, principals of secondary schools, and members of local boards of education.

A compilation of the results of the questionnaires completed and returned is as follows: The percentage figure represents the percent of citizens that placed the problem area in either first, second, or third place in his own community.

COMMUNITY

Rural		Urban		Suburban	
Problem Area	Percentage	Problem Area	Percentage	Problem Area	Percentage
Youth Opportunities	67.7	Youth Opportunities	61.8	Youth Opportunities	68.3
Employment	56.3	Employment	48.5	Employment	46.5
Poverty	45.6	Housing	44.7	Poverty	42.4
Housing	43.0	Poverty	41.8	Housing	38.3
Recreation	38.2	Recreation	31.1	Recreation	37.7
Health	25.2	Health	28.3	Health	25.0
Transportation	16.2	Transportation	22.2	Government	22.1
Land Use	13.9	Government	21.7	Transportation	21.2
Government	10.9	Land Use	18.6	Land Use	16.7

The above information indicates that the citizens of Arkansas have much the same community problems regardless of where they live. The information also indicates that the citizens of Arkansas have placed a very high priority upon providing better opportunities for the youth of the state.

Based upon this information the Advisory Council for Community Service and Continuing Education Programs and the State Agency, the University of Arkansas decided that Title I programs for FY 68 would be concentrated in two major areas. One, "Educational Opportunities for Young Citizens;" and two, "Educational Opportunities for Disadvantaged Citizens." Under the second major area of concentration would be included programs in employment, poverty, and housing. It is believed that these three problem areas are interrelated and that educational programs in one would have an effect upon the other two.

In addition to the rank order of problems listed, specific project suggestions for institutions of higher education have been compiled. In as much as the rank order indicated very little difference between rural, urban, and suburban problems no attempt has been made to classify these specific suggestions into these three categories. Projects suggested are:

1. Educational Opportunities for Young Citizens
    a. A program designed to provide further educational opportunity for young citizens from their present level of attainment. To include basic, vocational, technical, and higher education activities. Programs would be a cooperative effort between higher educational institutions and local public schools.
    b. A program of counseling and guidance services for young citizens that have dropped out of school or who have entered the labor market from high school with emphasis upon vocational and technical training.
    c. A program to inform the public of the need to organize, finance, and implement a public school system that will provide a basic educational background for all citizens regardless of their location within the state.
2. Educational Opportunities for Disadvantaged Citizens
    a. A program designed to inform the parents of children that have the ability for higher education, vocational, or technical training of the financial assistance available from scholarships, loan programs, and outright financial grants. Emphasis will be in those areas of the state where counseling is not available and where there are large numbers of disadvantaged citizens.
    b. A program designed to provide disadvantaged families with training in family planning, money management, health and sanitation practices, motivation, community involvement, child welfare, value of education, better job placement, low cost housing loans, and other activities to improve their general welfare.

c. A program of cultural activities in music, art, and drama in those areas of the state where the population is such as to prohibit the scheduling of professional groups.

In implementing projects in the above areas of emphasis it is contemplated that individual institutions of higher education having a primary interest in a specific project will be given statewide responsibility for the project. Other institutions that desire to participate in any phase of a particular project would cooperate with the institution having primary responsibility. Designation of institutions as having primary responsibility will be in cooperation with the institution, the State Advisory Council, and the State Agency. With such an approach it is believed that a truly comprehensive, coordinated, and statewide system of Community Service and Continuing Education Programs will be possible for the State of Arkansas.

APPENDIX E

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
ALLOCATION OF FEDERAL FUNDS

Federal Funds received:
FY 66: $147,954
FY 67: $147,398
FY 68: $147,398
FY 69: $142,316

Federal funds Allocated to Projects:
FY 66: $111,693
FY 67: $133,907
FY 68: $129,398
FY 69: $119,316

Federal Funds Allocated for Administration:
FY 66: $ 500
FY 67: $13,491
FY 68: $18,000
FY 69: $23,000

Federal Funds Allocated to Institutions for Projects:

FY 66:	University of Arkansas	$102,000
	Westark Junior College	9,693
FY 67:	University of Arkansas	79,517
	Henderson State College	26,178
	Crowley's Ridge College	10,241
	Arkansas Polytechnic College	9,145
	Arkansas A & M College	4,616
	Southern State College	4,069
FY 68:	University of Arkansas	21,652
	Henderson State College	14,620
	Crowley's Ridge College	8,000
	Arkansas Polytechnic College	10,328
	Arkansas A & M College	8,076
	Southern State College	6,150
	Arkansas A M & N College with Philander Smith College Arkansas Baptist College Shorter College	20,000
	Arkansas State University	8,040
	Arkansas College	8,050
	Southern Baptist College	3,300
	State College of Arkansas	7,182
	Ouachita Baptist College	10,000
	Philander Smith College	4,000

FY 69:	University of Arkansas	48,305
	Henderson State College	11,215
	Crowley's Ridge College	18,365
	Arkansas A M & N College with Philander Smith College Arkansas Baptist College Shorter College	21,000
	Arkansas State University	16,200

Total Federal Project Funds Allocated:	FY 66:	University of Arkansas	102,000*
		All Other Colleges	9,693
	FY 67:	University of Arkansas	79,517
		All Other Colleges	54,390
	FY 68:	University of Arkansas	21,652
		All Other Colleges	107,746
	FY 69:	University of Arkansas	48,305
		All Other Colleges	69,011
Grand Totals Project Funds:		University of Arkansas	253,846
		All Other Colleges	238,468
Grand Totals Project Funds FY 67, 68, and 69:		University of Arkansas	151,846
		All Other Colleges	228,775

*With the exception of FY 66, all allocations for federal funds have been made with the recommendations of the State Advisory Council. The present membership of this council, appointed by the Governor, includes two members from the University of Arkansas, five members from other colleges in the State, two public school representatives, six members of state commissions or boards, and five members representing various segments of the business community.

APPENDIX F

THE PRESIDENT'S NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

Dr. James E. Allen, U.S. Commissioner of Education
Chairman of the National Advisory Council

Honorable Ivan Allen, Jr.
Mayor of Atlanta
Atlanta, Georgia

Mrs. Dorothy Ford
Associates and Consultants
13504 Cheltenham Drive
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Rev. William P. Haas, O.P.
President
Providence College
Providence, Rhode Island

Dr. Fred H. Harrington
President
University of Wisconsin
Madison, Wisconsin

Mr. Patrick Healy
Executive Director
National League of Cities
Washington, D.C.

Dr. Cyril O. Houle
Professor of Education
University of Chicago
Chicago, Illinois

Dr. John Hove
Chairman, English Department
North Dakota State University
Fargo, North Dakota

Dr. Edward L. Keller
Vice-President of Public Affairs
Pennsylvania State University
University Park, Pennsylvania

Dr. William Tudor
Assistant to the Vice-President
for Student Area Services
Southern Illinois University
Edwardsville, Illinois

Miss Maria Urquides
Dean of Girls
Pueblo High School
Tucson, Arizona

Dr. Thurman J. White
Dean
College of Continuing Education
University of Oklahoma
Norman, Oklahoma

Mrs. Roy Wilkins
Director of Community Relations
New York City Department of Welfare
New York, New York

One representative each from the Department of Agriculture, Commerce, Defense, Labor, Interior, State, Housing and Urban Development, as well as of the Office of Economic Opportunity and the Small Business Administration.

APPENDIX G

RECOMMENDATIONS OF THE NATIONAL ADVISORY COUNCIL

1968

The National Advisory Council on Extension and Continuing Education has been charged by Congress with the responsibility of reporting annually to the President and the Secretary of Health, Education, and Welfare and making suggestions for change to them. After reviewing the administration and effectiveness of the Community Service and Continuing Education Program established by Title I of the Higher Education Act of 1965 as well as of other related federal programs, the Council makes the following recommendations.

1. The appropriations for the program sponsored under Title I should be increased above the level of $10 million provided in each fiscal year to date.

2. Ten percent of the enlarged appropriation for Title I should be set aside for use by the Commissioner to make grants for national or regional demonstration projects.

3. Title I should be amended to authorize a special, additional appropriation for grants to institutions of higher education for major urban community service and continuing education programs.

4. A full-time director with a technical and professional staff should be assigned to the Advisory Council if it is to discharge its responsibilities to the President and the Congress.

5. More funds should be assigned to the Division of Adult Education to enable it to add professional and technical staff in the Washington office so that the responsibilities of the Division can be effectively accomplished.

6. The federal officials who administer the Title I program should strongly encourage the State Agencies to provide at least a minimum of one full-time professional person (or the equivalent) in each state.

7. The authorization of funds should be extended for the next five fiscal years.

8. The 75% federal - 25% non-federal matching requirement should be maintained for the next two years.

9. Appropriations for grants, contracts, or other payments under federally funded programs for community service and continuing education should be included in the appropriation act for the fiscal year preceding that for which they are available for obligation.

10. Following the same general logic as that used in the preceding recommendation, Title I of The Higher Education Act of 1965 should be amended to provide for appropriations on a two-year basis.

11. A thorough study of the indirect costs required for various programs of community service and continuing education should be made and a uniform indirect cost policy established consistent with the results of this study.

ERIC Clearinghouse
FEB 17 1970
on Adult Education